DOCUMENT RESUME

ED 061 426 VT 014 789

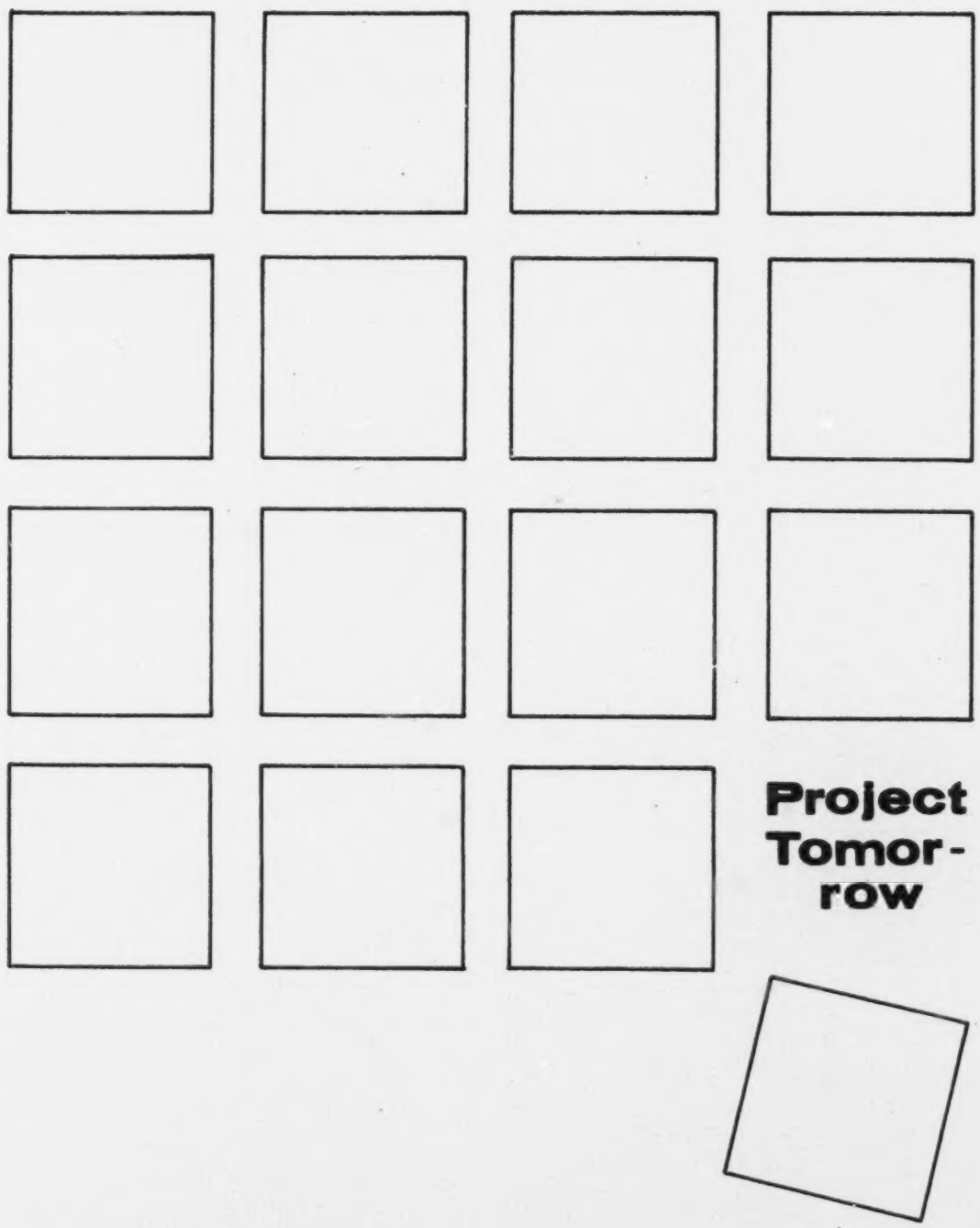
AUTHOR	Huffman, Harry; And Others
TITLE	Project TOMORROW. Special Projects in Vocational Education for Youth and Adults with Special Needs.
INSTITUTION	Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
PUB DATE	Aug 71
NOTE	71p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activism; Adults; Dropout Prevention; Drug Abuse; *Economically Disadvantaged; *Educational Needs; *Program Development; *Socially Disadvantaged; Social Problems; *Vocational Education; Youth
IDENTIFIERS	*Project TOMORROW

ABSTRACT

Project TOMORROW is designed to provide better vocational education for Colorado youth and adults who have special problems, including social and economic disadvantagement, participation in student unrest, disinterest in education, dropping out of school, lack of motivation, and drug use. Phase 1 of the project (1970-1971) sought to help a number of Colorado school districts develop at least one vocational teacher as a resource person on the vocational problems of youth and adults with special problems. A total of 30 vocational teachers were brought together in a variety of meetings and were encouraged to conduct projects that put them on a one-to-one basis with youth, adults, parents, teachers, and others in alleviating the vocational problems of the disadvantaged. Outcomes resulting from Phase 1 activities include a distinct change in the attitude of participants, continuation or development of projects for the next year, high degree of awareness on the part of the participants' supervisors, and descriptions of projects conducted by participants. Phase 2, planned for 1971-1972, will seek to establish teams in the school districts which will concentrate on special projects in vocational education for youth and adults with special needs. The teams will be set in target areas where the need is great. (Author/SB)

ED 061 426

JAN 2 6 1972



Special Projects in Vocational Education for Youth and Adults With Special Needs

VT014789

COLORADO STATE UNIVERSITY
in cooperation with
COLORADO STATE BOARD FOR COMMUNITY COLLEGES
AND OCCUPATIONAL EDUCATION

ED 061 426

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Harry Huffman, *Professor of Business and Office Education*

Mary Helen Haas, *Head of Home Economics Education*

Bert Masterson, *Head of Business and Office Education*

Maurice Ryan, *Research Assistant*

August 1971

Department of Vocational Education
Colorado State University

in cooperation with

Colorado State Board for Community Colleges and Occupational Education

PREFACE

Vocational educators have always been concerned with the educational needs of all of the population expecting to enter a vast gamut of occupations. Recently, they have particularly concerned themselves with special educational and vocational needs of youth and adults who have special social and economic problems. Project TOMORROW was developed to help Colorado school districts to meet these special needs.

Phase 1, already completed, sought to help a number of Colorado school districts to develop at least one vocational teacher as a resource person on the vocational problems of youth and adults with special needs. Phase 2 continues the effort by establishing a number of teams in school districts as demonstration models.

An independent evaluation of the outcomes of Phase 1 was prepared by Dr. Ross J. Loomis of the Human Factors Laboratory of Colorado State University, which is incorporated in this report. Many others contributed to the project. Great appreciation is expressed to Dr. Duane L. Blake, Head of the Department of Vocational Education, CSU, and Mrs. Betty Meskimen, State Board for Community Colleges and Occupational Education. The assistance of all the consultants is also appreciated. Special thanks is extended to Charles and Loretta Jacob for obtaining the pictures. Also, special thanks are due to the twenty-one teachers who prepared detailed descriptions of their projects, which are included in this report.

The development of Phase 2 had the assistance of others. Dr. C. Dean Miller of the Psychology Department of Colorado State University provides a direction for Project TOMORROW – Phase 2, through his luncheon address on the *Advocate,* which is included in its entirety. Mrs. Anna May Stivala assisted in developing the plan for Phase 2 and a description of the team models.

TABLE OF CONTENTS

	PAGE
Preface	ii
Table of Contents	iii
List of Tables	iv
Action for TOMORROW	63
Abstract	v
Phase 1 -- Project TOMORROW	
Problem	1
Objectives	1
Definition of Terms	1
Procedures	2
Findings -- Participants' Change of Attitude	3
Findings and Evaluation by Dr. Ross J. Loomis, Human Factors Laboratory, Colorado State University	3
Part I -- Design of the Evaluation	4
Subjects	4
Instruments	4
Procedure	4
Part II -- Results	5
Goals	5
Process	6
Future Plans	7
Reaction of Supervisors to Participants' Projects	7
Part III -- Conclusions	9
Abstracts of Individual Projects	10
Project Abstracts and Descriptions	13
Phase 2 -- Project TOMORROW	
An Invitation	43
The Approach	43
The Program	44
The Action	45
The Advocate by Dr. C. Dean Miller, Department of Psychology, Colorado State University	46

LIST OF TABLES

	PAGE
Table 1 -- Mean Scores on Perception Scale By Participants and Non-Participants	3
Table 2 -- Participant Responses to Selected Questions on Project Goals	6
Table 3 -- Relative Indication by Participants and Non-Participants of Plans to Continue or Start Projects Next Year	8
Table 4 -- Selected Supervisor Responses to the Project in Their School	8

ABSTRACT

The special purpose of Project TOMORROW is to provide better vocational education for Colorado youth and adults who display various symptoms -- possessing social and economic disadvantages, dropping out of school, participating in student unrest, expressing disinterest in education, exhibiting apathy and the lack of motivation, and going on drugs.

Phase 1, in 1970–71, involved thirty vocational teachers in a number of school districts in meetings at Colorado State University and in a variety of area meetings with the expert help of consultants and authorities. A semi-monthly newsletter stimulated the thirty participants to study the problems of these youth and adults and to conduct individual projects that put them on a one-to-one basis with youth, adults, parents, teachers, and others in alleviating the vocational and educational problems of the disadvantaged. Several outcomes of Phase 1 were (a) a distinct change in the attitude of the participants as compared with non-participants, (b) more than twice as many participants as compared to non-participants were continuing or starting projects next year, (c) the high degree of awareness on the part of the participants' supervisors of their efforts to improve the vocational programs of youth and adults with special needs, and (d) 21 descriptions of projects carried out by the participants.

Phase 2, planned for 1971-72, seeks to establish in school districts teams for special projects in vocational education for youth and adults with special needs. Teams will be set in target areas where the need is great. It is hoped that the team approach will provide models for other school districts.

PHASE 1

Erratum

On page 1, adjoining, delete line 17 and insert the following lines in its place.

are reinforced by their own successes.
The teachers have had success in over-
coming their own failures. They have

Phase 1 — Project TOMORROW

THE PROBLEM

Successful vocational teachers of non-disadvantaged youth often find that their materials and methods do not adequately meet the needs of disadvantaged youth. They find difficulty in motivating disadvantaged students to achievement and in preventing them from dropping out of school. Furthermore, they do not know how to change attitudes, perceptions, and aspirations. Also, these teachers often have not had an opportunity to apply their background in psychology, sociology, and human growth and development to these problems. Even though they may be sympathetic to such problems and even on the surface appear to know what the problems are, they find themselves at an impasse to make a lasting impact on the problems. They themselves are reinforced by their own failures. They have control over what happens in their lives, and they gain easy access to information that helps them. Thus they often have difficulty in comprehending the hopelessness, insecurity, lack of social skills, and the paucity of experience in coping with difficulties of disadvantaged youth and adults.

The major purpose of this project was to provide clinical experiences for in-service teachers so that they gained a sufficient grasp of the home, community, and work opportunities to prepare new teaching materials and methods. Other purposes include establishment of working relationships with the opinion leaders of the poverty community so that the new materials and methods are accepted and discovery of and utilization of human resources to alleviate the vocational education problems of disadvantaged youth and adults.

This approach is based on the assumption that an accurate knowledge about a situation is effectively attained by experience in and direct involvement with the situation. The project was designed to bring about such involvement by providing the prospective teacher with a series of clinical and field experiences. A field experience is basically observation and analysis. A clinical experience is defined as one in which the teacher directly interacts with disadvantaged youth or adults.

In the state of Colorado there are approximately fifty school districts having three or more different vocational programs, such as agricultural, business and office, distributive, home economics, trade and industrial education. Thirty school districts agreed to participate in the project. The participating teachers were encouraged to conduct local projects in their schools so that they would secure the field and clinical experiences.

A number of guidelines that were followed in the overall project are described in detail in another project. [1] The procedure for conducting field and clinical experiences is fully outlined in this report.

THE OBJECTIVES

Two objectives were established for the overall project, which are next discussed. One objective of this project was to develop procedures for gaining understanding of the disadvantaged youth and adults and for working with leaders of the poverty community. To meet this objective, participating teachers were encouraged in their local projects to work on a one-to-one basis with one or more disadvantaged youth, parent, community leader, or other person from a disadvantaged group. Another objective was to prepare the participating teacher as a resource person for the school district.

The following were the expected outcomes of the overall project:

1. *Descriptions of local projects and plans for their continuation.*
2. *A description of effective and ineffective experiences for developing positive attitudes toward the disadvantaged.*
3. *Trained resource personnel in the participating schools.*

DEFINITION OF TERMS

For the purposes of this report the following terms are defined:

Disadvantaged: Includes youth and adults

[1] Harry Huffman, Clyde Welter, and Bert Masterson. *Designs for the Preparation of Vocational and Technical Teachers of Socio-Economically Disadvantaged Youth*, The Center for Vocational and Technical Education, Ohio State University, 1971.

whose special needs result from poverty, neglect, delinquency, cultural or ethnic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicap described previously.

Areas: For the purpose of meeting with the participating teachers, Colorado was divided into three geographic sections or areas. The northern area included teachers from Sterling, Fort Morgan, Greeley, Loveland, Fort Collins, and Longmont. The central area included teachers from the Denver-Metro area, Leadville, and Delta. The southern area included teachers from Monte Vista, La Junta, Colorado Springs, Rocky Ford, Pueblo, Lamar, Las Animas, Cortez, and Alamosa.

Participants: Those vocational teachers who were randomly selected from those nominated to attend the meetings and participate in project activities.

Control Group: Those vocational teachers nominated by the school districts but not selected to participate in the project activities.

PROCEDURES

In June of 1970, a brochure describing the program was sent to 50 schools and districts in the state of Colorado having three or more vocational service areas. This brochure requested each district to recommend two teachers from their district who met the following criteria:

1. *The two teachers represent two different vocational services and are currently teaching in vocational programs.*
2. *The two teachers have demonstrated their concern with improving the learning opportunities for the disadvantaged in the local school district.*
3. *The two teachers have the potential for leadership in developing programs for the disadvantaged.*

From the two vocational teachers nominated by the district, one teacher was randomly selected as a participant, the other was placed in the control group. The original groups consisted of thirty teachers each.

Beginning in September, 1970, those teachers selected to participate in the project began receiving information on the purpose of the project. Semi-monthly newsletters were mailed to the participants as a source of direction and information from the project director's office.

A planning meeting for the 30 participants was held at Colorado State University in early October. At this meeting the participants, with the help of consultants, planned their local projects which are later described in this report.

During the remaining school year, the participants were encouraged to pursue their projects. Information and guidance was provided by means of the monthly newsletters and area meetings. Three area meetings were held during the year in each of Fort Collins, Denver, and Pueblo. At these meetings the participants reviewed their projects with the help of the staff of CSU, including Dr. Mary Helen Haas, Dr. Harry Huffman, and Dr. Bert Masterson, and with especially invited consultants, including Mr. Harry Anderson, Vocational Director of Delta Public Schools, Mr. Gilbert Carbajal, Spanish teacher and Junior Achievement Director in Loveland, Mr. Abelardo Delgado from the Colorado Migrant Council, Dr. Donald Eden from Adams State College, Mr. Willard Newton, Contract Relations Officer with the Department of Defense, and Mr. Curt Phillips, Director of Vocational Education in Pueblo. Consulting assistance in projects from experienced vocational educators (who are working on their doctoral degrees) was made available to the participants throughout the project.

At these meetings, the participants also interacted with the staff and consultants about building their competency as a resource person to deal with students and adults with special needs that could be met educationally.

A final meeting was held in May, 1971, at Colorado State University to summarize and evaluate the results of the project, which are described later in this report. At this meeting further in-service training was provided the participants. A number of the control group also participated in this meeting and also received the benefits.

Although the primary purpose of the May meeting was to gather data to evaluate the effectiveness of the project, the participating teachers presented panel discussions of their projects. This served to acquaint all the teachers with the results of individual projects, to plan for the improvement of the projects, and to provide

for discussions between participants, control teachers and consultants.

Before the panel discussions of individual projects completed by the participants began, data were collected about the total project which included administration of the Perception Scale and individual interviews.

FINDINGS—PARTICIPANTS' CHANGE OF ATTITUDE

The first evaluation technique consisted of administering a perception scale. The scale *Perceptions About Disadvantaged Youth and Adults* consisted of 38 items designed to investigate the perceptions and opinions people have about the disadvantaged. This instrument was the out-growth of a study conducted at The Center for Vocational and Technical Education, The Ohio State University, and was refined during 1970–71 at Colorado State University. The inventory was administered to the 26 participants and 12 non-participants.

It was hypothesized that, as a result of participating in this project, the participating teachers would have greater insight into and awareness of problems, attitudes, and values associated with disadvantaged students than would non-participants. The results of the test are presented in Table 1.

Individual Interviews

Among the original purposes of this project was the intent to involve teachers in leadership activities so that they could become resource personnel for other teachers interested in overcoming the educational problems of disadvantaged youth and adults. In order to determine whether this objective was achieved, each participant was interviewed.

With the assistance of Dr. Ross J. Loomis, Human Factors Laboratory at Colorado State University, three interview schedules were developed. The first schedule was directed toward those teachers who had participated in the project, the second toward non-participants, and the third toward the supervisors of the participating teachers.

Under the direction of Dr. Loomis, eight graduate students from the Vocational Education Department were instructed in conducting interviews. These graduate students interviewed the participants at the May meeting and conducted telephone interviews with their supervisors. Follow-up telephone interviews are planned for early 1972 of all participating teachers to determine the long-range effectiveness of the project.

Dr. Loomis has prepared an evaluation of the effectiveness of the project as determined through analysis of interview responses. This report is presented next.

TABLE 1
MEAN SCORES ON PERCEPTION SCALE BY PARTICIPANTS AND NON-PARTICIPANTS

GROUP	N	MEAN	t - TEST
Participants	26	102.53	1.486
Non - Participants	12	98.9	
Total	38		

The t-value (1.486) is significant at the .05 level. Therefore, we can conclude that participation in this project promoted improved perceptions about disadvantaged youth and adults.

FINDINGS AND EVALUATION BY
*Dr. Ross J. Loomis**

Part I —— Design of the Evaluation

The current evaluation was designed to assess goals centering around a program conducted by Dr. Harry Huffman entitled "Teaching the Disadvantaged in Vocational Education." The goals of this program, operated out of CSU during 1970–71, were four in number.

First, the program was designed to involve teachers with disadvantaged youth and adults in solving their educational, social, and economic problems. The second goal was to provide knowledge of the various means of assisting disadvantaged youth and adults. A third goal was to involve teachers in the dissemination of the new procedures and materials in a leadership activity among their colleagues and community leaders. The final goal was to develop a reference group of other teachers interested in overcoming the educational problems of disadvantaged youth and adults so that they could gain mutual reinforcement and assistance.

The evaluation was planned to get a reading on these goals and how well they were being realized by a number of teachers in Colorado involved in the program. In addition, the evaluation wanted to assess how well the specific projects of the teachers involved seemed to be progressing. Other concerns of the evaluation centered around uncovering any kinds of process-oriented problems that the participants in the program might be experiencing. These would include such things as problems encountered in carrying out their project at the local level, and reactions of the participants to the planned meetings and other materials prepared by directors of the program at Colorado State University. One final goal of the evaluation was to take a measure on what kinds of future planns were anticipated by the participants in the program, perhaps resulting as a direct function of being involved in the program. The evaluation will be reported in three parts. Part I gives the design of the evaluation.Part II gives results, and Part III contains some conclusions of the evaluation of the Teaching the Disadvantaged in Vocational Education program at CSU.

Subjects

A total of 59 persons were interviewed for their reactions to the program. Twenty-seven of the interviewees were participants who were given projects in the program. Seventeen were non-participants —— persons who had been designated as possible alternates to the participants. Fifteen supervisors of the participants were also interviewed . Thus, it was possible to get input from three distinct subgroups of subjects —— (a) participants, (b) teachers who had an interest in vocational education but were designated as non-participants, and (c) the supervisors of the participants.

Instruments

Three interview schedules were designed for use with the three different subject groups. Samples of the instruments are contained in Appendix A. The basic interview schedules for participants and non-participants were designed in three parts. First, goals of the overall program; second, problems of issues in the process —— that is, how the program was run; and finally, plans for future participation in the program. The interview schedule for supervisors was designed to assess whether the supervisor was aware of the participant's program and whether working on the project had contributed to the increased understanding of the teacher of problems of disadvantaged students. Supervisors were also asked to indicate whether they felt there had been something accomplished as a result of participating in the project.

Procedure

Following a preliminary draft of the instruments, interviewers were trained in two two-hour sessions and briefed on the details of the interview schedule. At this time it was also possible to get feedback from the interviewers who were knowledgeable in terms of changes and questions and the addition of other questions. The majority of interviews were taken during a meeting at the Colorado State University campus when it was possible to interview all of the participants in the sample and most of the non-participants. Phone interviews were used to follow up with supervisors and some additional non-participants. In addition to these measures, phone interviews will be made of the participants next March to ascertain whether they have followed through on the projects they

*Dr. Loomis is Head of the Human Factors Laboratory in the Department of Psychology at Colorado State University.

have been working on and also any indicated plans that they told the interviewers about in the measure taken this year.

Part II — Results

The first section in the *Results* section will report the outcomes of interviews with participants and non-participants. Responses will be summarized in terms of goals-oriented questions, process-oriented questions, and future plans indicated by the participants or non-participants. In this portion of the results, non-participants will be used to some extent as a control comparison group. The second portion of the *Results* section will summarize the responses of supervisors of teachers who had projects.

Goals

All but one of the 27 participants (See Table 2) felt that participation in a specific project provided them with new ideas and means for assisting disadvantaged youth and adults. These responses could be broken down into three subcategories:

1. Some respondents felt they had picked up definite method skills such as ideas for curriculum, strategies for getting into the homes of students, dealing first-hand with problems, and coming into contact with resource people.

2. Many respondents felt that they had increased their understanding of the attitudes of disadvantaged youth. Some felt that they had learned that disadvantaged youth were more motivated to change their status than is commonly thought, but their uniqueness is not well understood by the majority culture.

3. A fairly common response to this question was to mention an effective change brought about by contact with disadvantaged youth through the project. Respondents felt that they could empathize much more with the lives of these students and that they had greater sensitivity for how the students felt about the school situation and life in general.

Twenty-four participants reported that they established contacts and played a role in transmitting information about materials and procedures involved in teaching the disadvantaged as a direct function of working on a project. (See Table 2.) The kinds of contacts established were as follows: (a) Sixteen directly mentioned professional contacts such as counselors, other teachers, and school personnel. (b) Four respondents mentioned specific attempts to make contact with the homes of the students. (c) Twelve of the interviewees reported they had information disseminating contacts with various community leaders and groups. (d) Two respondents reported that they were active with formal student groups in the dissemination of information about teaching the disadvantaged. The frequency of contact with other people regarding disadvantaged students varied widely from daily contact with fellow teachers and students to less frequent contact with supervisors and community people. The form of information dissemination and contact ran the gamut from highly informal face-to-face situations to very formal presentations such as slide shows, brochures, open houses, talks, and planned programs.

Another way of assessing whether the participants in the program were becoming more involved with the problems of disadvantaged youth was to take a measure of their reading habits in this area. Twenty-one teachers said that they had read materials related to the teaching of disadvantaged youth. Most of the respondents reported reading four or five sources such as books, technical journal articles, or published materials through the press, etc. The range of material cited by those who noted some reading in the area was from one to 30 separate items. Some reported reading the newsletter put out by the project director at CSU as a source for finding reading materials in the area.

As a final question under "goals," respondents were asked to note what they had learned about disadvantaged youth in regard to their educational, social, and economic problems. Five of the 27 interviewees clearly indicated that they did not learn anything new. (See Table 2.) In the case of the remaining 22, it is hard to distinguish for sure what constituted new learning as a function of the project and what ideas they possessed before the project since many of the things suggested were rather conventional thinking about disadvantaged students. Typical comments about educational problems of these youth were references to the interaction between economic and social factors which made it less likely for these youth to stay in school and be interested in a typical educational situation. Mention was made of

Table 2
PARTICIPANT RESPONSES TO SELECTED QUESTIONS ON PROJECT GOALS (27 Participants Sampled)

QUESTION ON PROJECT GOAL	YES	NO
1. Participation in the project provided new ideas and means for assisting disadvantaged youth	26	1
2. Because of working on the project I became involved with communication * about teaching the disadvantaged	24	3
*Communication contacts mentioned were:		
Professional contacts (Other teachers, etc.) 16		
Contacts with community leaders & groups. 12		
Contacts with the homes of students 4		
Contacts with formal student groups 2		
3. Number of participants who felt they learned something new about the educational, social, and economic problems of the disadvantaged	22	5

the major problem of the irrelevancy of standardized curriculums in relation to the needs of these youth, thus resulting in a problem of holding their attention. Some mentioned the low level of achievement of the students and the problem of breaking through stereotyped notions about disadvantaged youth. Under social problems, they mentioned rather typical problems cited by people in low economic groups, such as rejection by peers, discrimination, above average numbers of home and family problems, general alienation from the majority culture, and an increased amount of drug use. Most of the respondents were aware of unique economic problems faced by their students including problems of not enough money, being on welfare, poor consumer finance habits, resentment of being labeled poor, problems in affording transportation to school, and work related problems in terms of job placement. Some respondents felt that more school activities should be geared to the special problems of low income students, such as improved vocational education.

Non-participants gave similar answers to the goals-related questions as did participants. However, there was a much higher frequency of inability to answer the questions dealing with knowledge about educational, social, and economic problems of the disadvantaged. Also more non-participants reported that they had played little or no role in communicating with other people about materials and procedures involved in working with the disadvantaged. There also appeared to be a somewhat lesser amount of materials read relating to the disadvantaged. Even though these respondents were not participants in the CSU program, they were aware of the program. Furthermore, a majority of them said that they had been involved in another project involving disadvantaged youth in vocational education programs. Thus, non-participants constituted a control group of teachers who have had some exposure to vocational education with the disadvantaged. For this reason it is not surprising that those who were able to give a positive answer to questions about social, economical, and educational problems had some knowledge background to draw from.

Process

Most all of the participants attended a meeting at CSU and some of the regional meetings. The overall reaction was that the participants were favorable to both kinds of meetings. Criticism was minimal and it was difficult to see any overall trend to the criticism. As is typical of professional

meetings, the main function served by the CSU and regional meetings seemed to be information exchange. Participants indicated that they were pleased with the opportunity to talk with consultants and other teachers who had projects. They liked the openness and straightforward aspect of the planned CSU meeting. Some participants also indicated that they were able to get a better definition and awareness of problems of disadvantaged youth from the CSU meetings. As was expected, non-participants did not take part in regional meetings. Thus, one of the main functions that seems to be served by both regional and the planned CSU meetings was to disseminate information. It also appears safe to assume that in addition to this information function that the interaction exchange process was probably motivating to the participants. This was indicated more precisely in some of the comments about regional meetings where it was possible to get more specific help or a more direct reading on one's own project in relation to the others.

The newsletter put out from CSU also served an information exchange function. All of the participants indicated awareness of the newsletter and some degree of use of it. The most frequent use was to get information about the projects and the overall program. Some participants indicated that they also gained information about reading materials and improved their definition of the disadvantaged as well as got ideas for working on their project from reading the newsletter. A few participants indicated that they actively circulated the newsletter to other teachers. In contrast, only about a third of the non-participants were aware of the newsletter. They gave rather similar reactions to those of the participants. That is, the newsletter served as a source of information.

Nineteen of the participants indicated that they had some problems in carrying out their project. The nature of these problems can be broken down into the following categories. (1) Lack of adequate time to meet the needs of the project. (2) Lack of support from other persons including other teachers and school personnel. (3) External related problems such as the lack of jobs or difficulties in getting the business community interested in the project.

A related question was asked of non-participants to assess the extent to which they may have become involved in one of the projects and asked whether they had worked with one of the participants on a project. Only two of the non-participants polled indicated that they had. There appears to be a relative independence then of the non-participants from any of the ongoing projects.

Future Plans

The majority of participants planned to continue some aspect of their project next year. In some cases this will be continued on a more informal basis. Three of the participants stated that they were uncertain about future plans for the project or that someone else might be continuing that project. Only two participants definitely stated that they would not continue some aspect of their project next year. It is this question on future plans that will make up the basis for the telephone follow-up next March to see how many of these participants have, in fact, accomplished something more on their project during the coming year. Consistent with the trend to the answer of the question about continuing the project, most participants are definitely in favor of seeing the project continue. Most indicated that they have made some specific plans for the continuation of their work. Eleven of the participants indicated some planning for a new or different project for the coming year. Most of this planning is at the present indefinite or in a rather general form. This would appear to be consistent with answers to the earlier questions about the future since most of the project people are making plans of some kind for continuing this year's project. The phone interview for next March would need, then, to be based on these stem questions about the future on this year's questionnaire. Ideally, the format of the phone interview would ask participants about the progress in relationship to the plans they have stated this year, and also whether they are planning to continue or start a new project at that time next year. Five non-participants indicated that they had made some definite plans for a new project for next year. An additional non-participant indicated that they would carry on some informal work in their class. (See Table 3.)

Reactions of Supervisors to the Participants' Projects

Only two of the supervisors sampled indicated that they did not know anything about the vocational education project for the disadvantaged

going on. The distribution of reactions of supervisors for some questions is summarized in Table 4. The supervisors' awareness of the project varies from being highly aware and knowledgeable about it to a very superficial awareness of the project. Most of the supervisors who indicated an awareness of the project were also able to point to some definite accomplishments obtained during the year because the project had been undertaken. Frequently, the accomplishments cited were such things as changes in the attitude of school personnel towards the disadvantaged, changes in curriculum or suggestions for the program for the disadvantaged, and additional interaction of teachers with these particular students. In a couple of instances, the supervisors felt that the image of the institution had been improved with the community because the program had been undertaken. A major question asked of the supervisors was to note any changes that had taken place in the participant's attitude toward the disadvantaged or his knowledge of the disadvantaged or his activities with disadvantaged students as a function of the project. The majority of the supervisors could make some definite observations about the changes they felt had taken place with the teachers. The most frequent change cited in the teacher's attitude toward the disadvantaged student was an increase in understanding and empathy for these kinds of students. A typical kind of comment was that the teacher had difficulty during the first year relating to this type of student but by working on the project and having more contact with these students the teacher improved his skills and understanding of the student. Thus, the most frequent change in the attitude of teachers seems to be related to emotional and understanding components, with the teacher showing greater empathy and awareness of the problems that these students have.

Supervisors were less specific about changes in

Table 3
RELATIVE INDICATION BY PARTICIPANTS AND NON-PARTICIPANTS OF PLANS TO CONTINUE OR START PROJECTS NEXT YEAR
(27 Participants and 17 Non-participants Sampled)

QUESTION ON PROJECT PLAN	YES	UNCERTAIN	NO
1. Do you plan to continue your project next year? (Asked of project participants.)	22 (81%)	3 (10%)	2 (8%)
2. Do you have any plans to start work on a project next year? (Asked of non-participants.)	6 (35%)	0	11 (65%)

Table 4
SELECTED SUPERVISOR RESPONSES TO THE PROJECT IN THEIR SCHOOL
(15 Respondents Sampled)

QUESTION ON PROJECT IN SCHOOL	YES	UNCERTAIN	NO
1. I am aware of the project of a teacher in my school.	13		2
2. I feel something positive has been accomplished by the project.	12		3
3. Would you want your teacher to participate in the program next year?	12	1	2

the knowledge of disadvantaged students that had taken place with the teachers who had worked with these students. In part, this is probably due to the fact that this question was answered to a great extent in the first portion of the interview when many supervisors noted that teachers had increased their awareness of the students' problems. Some specific comments, though, to the second part of this question about knowledge of disadvantaged students involved teachers who were making special curriculum recommendations along the lines of knowledge they had gained from working with the students or were using more media with these students or had learned to relate better to specific problems encountered by these students.

Supervisors were not able to enumerate too many changes in the participant's activity. The most frequent change mentioned was that teachers had been able to improve job possibilities, placement, and follow-up of these students. Additional comments to this question were that some of the teachers had changed their strategies in dealing with these students such as putting more stress on individual contact with the disadvantaged.

Twelve of the supervisors interviewed felt that the participant had some influence on other teachers in the school regarding disadvantaged students in vocational education. The most typical kind of influence seemed to be the enthusiasm that the participant had for working with these students and communicating this enthusiasm as well as specific items of information to other teachers and in some cases to the school's administration.

Thirteen of the 15 supervisors sampled stated that they were positive toward continuing the program in their school for vocational teachers of the disadvantaged. Most of the answers that were affirmative to this question seemed to be enthusiastic answers with some definite statement of commitment of personnel, or ideas to the continuation of the program.

Part III — Conclusions

The following conclusions can be drawn.

1. Evidence based on the interview data revealed that more participants, as compared to non-participants, were achieving the four goals outlined for the project. For example, participants were becoming involved with disadvantaged youth, learning about their character and problems, and developing means of assisting them. Participants involved with the individual projects also were disseminating information about their projects and some of the procedures and materials that they were using. The ideas were disseminated to other teachers and school administrators, as well as community leaders. Evidence also revealed that the participants were interacting more than non-participants with other teachers interested in working with disadvantaged youth in vocational education.

2. Participants were favorable toward the CSU and regional meetings in which they reviewed their individual projects and secured consulting assistance. There was evidence that they were using the newsletter materials distributed as part of the program.

3. The major problems in dealing with their projects appear to be lack of enthusiasm or support from other teachers or their school administrators, or in some cases members of the community, and the problem of budgeting enough personal time to deal with the project.

4. With regard to the project next year, the following suggestions can be made:

(a) Define the goals more explicitly in terms of perhaps unique or highly specialized methods or materials that might be used with this particular target group of students. For example, specialized materials might include teacher-constructed learning packages, and a specialized method might include peer instruction. With more specific goals stated it would be possible to make a more detailed evaluation of the project.

(b) Planned meetings in the future could be used to stress these more specific goals and measurements taken to see how well the goals are being understood and realized.

(c) The problem of the participants not feeling that they are adequately supported, that there is not enough enthusiasm at times for what they are doing, could be aided by bringing other people into direct contact with the project. The plan for next year to use the team approach to the individual projects could prove to be an effective way of accomplishing this kind of support.

(d) In the current evaluation, three different groups were compared for their perceptions of the impact of the projects. In the future, it would be advantageous to add a fourth group: namely, teachers who have shown no interest or contact with teaching the disadvantaged youth. This group

would make a much sharper comparison with the learning that is going on with teachers who are involved with the project or even those non-participant teachers who are interested in the project area. It is likely that this comparison would give even more dramatic evidence that learning is taking place along the lines of the four goals that were stated for the program.

In summary, the participants had moved closer to the goals than non-participants, which is evidence of the success of the total project. Furthermore, in general, their supervisors were pleased with the results.

ABSTRACTS OF INDIVIDUAL PROJECTS

1. **Towards Helping the Disadvantaged by Bartell**

   Through individual and small-group sessions the students were assisted with programming and registration. Special sessions were directed at problems concerning grades, absenteeism, dropping out, and working.

2. **The Counselor and Coop by Brunner.** . . . . . .

   By working with individual counselors this project was directed at increasing the effectiveness of cooperative work experience programs. Counselors visited work stations and talked with employers and students gaining a greater appreciation of the opportunities afforded students through participation in the program.

3. **Team Approach to Coop by Campbell.** . . . . . .

   Orientation to work and encouragement to stay in school were provided through a team approach to work experience programs. The student's teacher, vocational counselor, and work experience coordinator worked together monitoring his progress and offering assistance.

4. **Keeping Lines of Communication Open by Cooke** . . . . . .

   The "turned-off" student was provided a pipeline to the school administration, faculty council, and student council through rap sessions with two faculty members. These sessions provided an opportunity for unrepresented students and students with special problems to interject their thoughts and opinions into the school system and obtain results.

5. **Financial Help for Disadvantaged Students by Graves** . . . . . .

   Many students could not afford to attend the area vocational school or could only attend with the assistance of welfare. This project was designed to provide scholarships and work experience programs for disadvantaged students.

6. **Development of a Vocational Curriculum for Disadvantaged Boys in the Intermediate Grades by Hasty** . . . . . .

   As a result of poor classroom performance many students, especially the disadvantaged, drop out of school in the eighth and ninth grades. The program was designed to provide an introduction to the world of work. Through a knowledge of the requirements for successful employment it was believed that the student would become motivated to continue his vocational and academic education.

7. **Teaching Vocational Education Through English by Hayes** . . . . . .

   Certain concepts from occupational education were incorporated into an English class. Field trips to local businesses, resource people, and a simulation game of "Careers" were utilized to develop an awareness of the different occupations and background requirements for job entry. Students wrote their own personal profile, practiced filling out applications, and participated in simulated job interviews.

8. **Developing Employment Opportunities for the Disadvantaged by Hazelton** . . . . . .

   Special programs were tailored to meet individual needs. Disadvantaged students were provided assistance through

student-tutors, and part-time employment in related occupations was obtained.

9. **Career Review and Placement of Rural Students by Jacob and Jacob.** . . . . . .

Through increased knowledge about urban lifestyles and the development of positive attitudes and improved self confidence, disadvantaged students from rural settings were assisted in meeting the competition from urban students in obtaining employment in the city job market.

10. **Teacher Involvement by Kirk** . . . . . .

This project attacks the problem of the disadvantaged student being "pushed out" of school. Through special programs, teachers were made aware of the needs and problems of disadvantaged students which can be helped through personal actions of the teachers.

11. **Coordinator-Counselor-Teacher by Perrino.** . .

This project incorporates the counseling function with the activities of the coordinator of work-experience programs. As a reuslt, education became more effective and relevant in meeting the special needs of the disadvantaged.

12. **Helping the Disadvantaged Help Themselves by Pieper.** . . . . . .

Each vocational instructor selected one disadvantaged student who was in need of assistance. By working on a one-to-one basis, many of the students' problems were overcome and the teacher gained new awareness of the needs and problems faced by disadvantaged students.

13. **Get Everybody Involved in Work Experience by Porter.** . . . . . .

Potential dropouts were identified and, through part-time work experience, were provided with the funds and motivation to continue with school. Counselors, teachers, employers, parents, and the community were involved in helping these students obtain employment and complete their education.

14. **Business Education Day for 9th Graders by Relyea.** . . . . . .

An orientation to the world of work was provided through an exchange of students in home economics and shop courses. Students spent time discussing human relations, job preparation, and personality development and spent a day with an employer in an occupation of the student's choice.

15. **Project Big Sister by Rethemeier.** . . . . . .

Through the efforts of "Big Sisters" in Future Business Leaders of America, potential dropouts and disadvantaged students were given the opportunity to visit places of employment and encouraged to enroll in secretarial and business programs.

16. **Teacher Awareness by Salaz.** . . . . . .

Through home visitations, rap sessions, and social interaction, teachers working with disadvantaged students were assisted in developing an awareness of the different cultural values possessed by minority students.

17. **A Little "Jingle" by Shirley.** . . . . . .

Increased self-confidence of disadvantaged students by providing part-time employment was the heart of this project. Even though many jobs were only temporary, the student's self-image was improved by being able to purchase clothes and pay for school lunches and supplies.

18. **Coop and Rehabilitation by Uhlinger.** . . . . . .

This project was directed at developing cooperative work experience opportunities for girls who are institutionalized. Tips are provided for teachers who may have adjudicated youths who are released and have returned to the public schools.

19. **Improving Student-Faculty Relationships by Wallace.** . . . . . .

Through individual and group sessions the reasons for disadvantaged students' failure to find relevancy in the existing

educational programs was explored. The results of these sessions were shared with the faculty and staff and approaches to meeting the students' needs formulated.

20. **Preventing Dropouts in Business Occupations by Walz.** . . . . . .

This project was directed at helping students who were having difficulties in certain business subjects. Techniques used included parent conferences, tutorial help from advanced students, individualized instruction, and pre-employment work orientation.

21. **Implementing an Occupational Work Experience Program by York.** . . . . . .

The objective of this project was to develop a cooperative work experience program in home economics. The project was especially directed at assisting the disadvantaged students through work orientation and part-time employment.

PROJECT ABSTRACTS AND DESCRIPTIONS

TOWARDS HELPING THE DISADVANTAGED

Donald Bartell
Lake County High School
Leadville, Colorado

Introduction

Lake County High School has approximately 485 students of which 40 percent are Spanish Americans. This rural community has a population of 8,200 people employed in mining, recreation, and services. The lack of diverse employment opportunities, compounded with a high and increasing dropout rate encouraged the writer to search for a solution.

Objectives

1. To locate students with special needs and find out their problems regarding family, community, and economics.
2. To make a firm commitment to be of service to the disadvantaged in the most effective way and encourage other instructors to become more aware of the disadvantaged.
3. To be instrumental in securing job placement in the world of work for those we serve.
4. To develop meaningful vocational programs that are beneficial to the students, including summer programs which will be more responsive to the special needs of the disadvantaged.

Generally, the objectives of this project were to bring about a change in attitudes, behavior, and abilities in the students, the faculty, and the community and in the development of social/civic traits such as cooperation, tolerance, honesty, reliability, and moral values.

Procedures

Planning is an important aspect of any new endeavor. Three additional teachers were recruited and the planning process begun. Problems of the disadvantaged such as improper registration, absenteeism, poor grades, and dropping out were discussed in detail.

1. Small advisor-advisee groups were established.
2. Each professional staff member was assigned 15 students (5 sophomores, 5 juniors, and 5 seniors). Each student will remain with his advisor throughout high school.
3. A graduation requirement sheet and grade progress card were developed to provide the advisor and the disadvantaged student with a comprehensive record of his school background and progress.

Conclusions

Discussions are now underway on the special needs of students. The main topic of discussion is "Who Fails -- School or Student." New strides in this area will be accomplished next year because we have some teachers, guidance personnel, and administrators who are active in obtaining more information on what is needed and what can be done. It appears that during the next school term all teachers will be involved. Therefore, as this project has developed I feel it has brought about a change in teachers and students -- changes in attitudes, in behavior, and in abilities.

This summer we are conducting a carpentry program for disadvantaged students. Hopefully, in the future this summer program can grow to include other fields of endeavor.

THE COUNSELOR AND COOP

John Brunner
West High School
Denver, Colorado

Introduction

West High School serves the inner city of Denver and has a student population of approximately 1,750 students. Eighty percent of the students at West High terminate their formal education at grade 12 or before. Many of these young people could be and are good candidates for vocational education. Cooperative education programs can be the ground upon which retention of would-be dropouts is based. Also, cooperative education could provide a substantially sound background for students who will go directly into a working situation upon completion of grade 12. There is a great and real need for more vocational education at West High School. In the last three years, new programs have been implemented, but because of the lack of funds for new physical facilities, the development of any new or in-depth

vocational program has been brought to a standstill. Fortunately, cooperative education, one of the present program phases of vocational education, can continue to operate and to expand without added physical facilities; and the West High community has a wealth of potential training stations for cooperative education students, primarily because of its geographic location.

Objectives

1. To establish lines of communication between vocational teachers, teacher-coordinators, and counselors concerning cooperative education.
2. To provide counselors with information and a first-hand experience with cooperative programs.

Procedures

1. Provide counselors with information about the cooperative education programs -- its purposes, procedures, and benefits.
2. Have the counselor accompany the teacher-coordinator to a work station. Here he will perceive the relationships between student-employer, student-teacher, and teacher-employer. In viewing the students' on-the-job training, he can become aware of the expectations which teacher and employer have for the student. In speaking with the employer, he can recognize the service which the employer is, in fact, giving to the school system. Hopefully, the counselor might see beyond the momentary scene and recognize what a beneficial interplay of action is going on between the school and the business community.

Evaluation

1. The counselors were interested and willing to become more informed about cooperative education.
2. The total cooperative education program shows a growth in students enrolled for the first semester of the 1971—72 school year. Many more students are talking with teacher coordinators about the cooperative education program. Counselors are sending more students to teacher coordinators for vocational and career counseling.
3. Six full-time counselors with a student load of 250-300 are working at West. These people did have a problem in committing as much time to this project as I wished. I would have liked more time for my own involvement, but teachers in a target area school find their time divided among many projects in today's changing educational scene.
4. I believe that the total vocational education program has made the turn in being accepted as a integral part of the school curriculum. As tragic as it may seem, vocational education has – for all practical purposes -- just started in the high school in the Denver Public School System.

Conclusions

1. It became obvious to me that cooperative education must be "sold" to all school personnel. It also became very obvious to me that this project was just a small part of a total program that must be communicated to all who are involved in education.
2. Once the project got underway, I found a need to involve more than counselors. I found that there are many others who could benefit from an in-depth look at cooperative education. In turn, these informed people could help build a better total program for the disadvantaged student.
3. I will hope to find the necessary time next year to carry this type of project to others on the West High staff. So many problems of differing magnitudes exist at a school like West. One at times becomes very frustrated and only an optimistic, positive, and 110 percent effort keeps one moving forward toward solution of these problems.

TEAM APPROACH TO CO OP

Foster Campbell
Mapleton High School
Denver, Colorado

Introduction

Mapleton High School serves an urban community of 40,000 people. The main occupational outlets are in industrial and small farm occupations. The student body of 637 is made up from primarily lower-middle income families. There is a large concentration of

Mexican-Americans and Anglo students whose homes have just one parent, usually the mother, and many are on welfare. This project concerned 33 students who were enrolled in an occupational work experience program.

Objectives

1. To provide work orientation for students seeking part-time employment through the Occupational Work Experience program.
2. To identify the special needs and develop the unused talents of the OWE group.
3. To develop the kind of flexibility that encourages a student to pursue a work-study program--while gaining academic credits for a secondary education.

Procedures

The OWE program was set up with the idea that a team approach would be used. The team would consist of three faculty members: a teacher, the vocational counselor, and the coordinator of the OWE program. The coordinator would place the students in jobs, visit the business people in the community and the students while they were on their jobs. The vocational counselor would schedule the students into the OWE program, counsel the students, and teach the occupational orientation class. The faculty member would keep in close contact with the students' academic progress and make a report every three weeks at a staffing meeting. These periodic reports would help the teams decide what actions should be taken to assure the students' continued success in the program.

The following methods were used to meet the objectives:

1. Students were in an occupations class three days a week for one semester.
2. Group counseling for the purpose of discussing attitudes.
3. Field trips.
4. Guest speakers.
5. One-to-one counseling pertaining to the students' academic progress.
6. Group staffings -- teachers and counselors discussing each student's problems if any existed.

Selection of students to participate in the OWE program was based on:

1. Basis of need, each student having primarily the same basic needs.
2. Business people selected the students who would be employed in their firm. There were approximately 26 business concerns who either employed the OWE students or showed an interest in helping the students in the world of work.

In order to implement the project, the project was explained to each business owner I met during the first three months of the school year. The program was well received.

Evaluation

The students supported the project very well; they were extremely positive toward the project. The project was received by the faculty rather poorly – the reason being poor communication. The community was very much sold on the project.

The project was successful, in the writer's opinion, because it prevented 12 students from dropping out of school.

Conclusion

I personally feel that the OWE project is a valuable addition to Mapleton High School's curriculum. During the 1970-71, school year there have been between 20-31 students in the program. Already (as of May 15) 38 students have signed up for the OWE program for the school year 1971-72. A total of around 45 to 50 students are expected to sign up for the program by next fall. However, a screening procedure will have to be set up in order to hold the number down to about 35 students.

One very important outcome which I hope will evolve from this team approach is that the faculty will have a better understanding of the OWE program.

KEEPING LINES OF COMMUNICATION OPEN

Betty Cooke, BOE Coordinator
Northglenn High School
Northglenn, Colorado

Northglenn High School has approximately 1750 students. It is a school that serves a predominantly white, middle-class suburban

community of about 25,000 residents. The principal occupational outlets in the area are retail stores, offices, and the businesses and industries of the metropolitan Denver area. A survey conducted in 1969 revealed that over 50% of the mothers worked at jobs outside the home. Lack of supervision at home, lack of recreational facilities, and lack of sufficient numbers of parttime jobs available are all contributing factors which have led to a drug delinquency problem among the students. Since culturally and/or economic disadvantaged students were not major problems in Northglenn, potential drop-outs, drug users, discipline problem students were the most "disadvantaged" students available to work with in Northglenn High School. Students who are "turned off" as far as school is concerned feel the need to communicate with adults – and in particular, school personnel. They expressed over and over again the need to have someone listen to their ideas without condemning them. The main thread running through the conversation of the potential drop-out is lack of communication and the feeling of hopelessness of having anyone to listen to them and of having any means of injecting their ideas into the mainstream of school activities and policy-making bodies.

Objectives

In thinking through possible projects, the "rap session" was chosen because of the desire of the participant to work directly and intimately with students who are some of the "problem" students in the school.

The primary objectives of the project were:

1. Provide a channel of communication among "disadvantaged" students, the faculty, and administration.
2. Provide an opportunity for the writer to work in a non-threatening situation with young people who, because of behavior, dress, habits, discipline, and attitudes, seemed to be "problem" students in the school.
3. Accept students as people and develop the ability to listen and talk with them without judging or condemning them because their ideas of conduct and values are different from those of the adults involved.
4. Change attitudes of the students themselves by having them discuss all sides of the issue, then arriving at a consensus of desirable attitudes and behavior.

The desired behavioral changes were to encourage students to use established communications systems to effect change without resorting to antisocial forms of behavior. As a result, students would remain in school, present fewer discipline problems, and would be able to find their ideas inserted into the proper channels.

Procedures

1. The project was presented to the administration and was given the administration's wholehearted approval. Our principal was especially supportive of the project and was willing to listen to the ideas formulated by the students. Without his support the project could not have succeeded.
2. Students were selected by asking several teachers to recommend those whom they felt were potential dropouts, discipline problems, and suspected drug users. The writer contacted these students personally, discussed the project, and asked whether they were interested in participating. After six volunteered, the first meeting was held. Membership was not closed by the selection process, and anyone who wanted to come could come. After the initial meeting, attendance ranged up to 20 as students brought their friends. Membership or attendance was strictly voluntary.
3. Faculty involvement was limited, although most members knew about the project. Mr. Larry Smith, Social Studies Teacher, was asked to be co-leader in the group because he was sponsor of Student Congress and was interested in students with special needs and problems. His participation was a key factor in the project's success. Counselors were informed of the project, asked for suggestions, and were appraised of the group's progress.
4. The first meeting was held during the activity period. Three rules were established for conducting the sessions: (a) Discussions were to be confidential, (b) no personal attacks would be made on each other, and (c) anything could be discussed that the students wanted to bring up. Students involved in this project were usually uninvolved in other activities. Cookies and punch were provided during the meeting. The students

seemed to enjoy this and it helped "break the ice."

The participants named the rap group the Mickey Mouse Club. This name caught on and some kids even wore Mickey Mouse T shirts to the meetings. Another interesting sidelight was that students would stay as long as two hours just "rapping." They seemed to enjoy getting together and talking about things of interest to them.

Topics of discussion ranged from drugs to God and everything in between. The subjects discussed almost every meeting were:

1. Student Congress, its unrealistic approach to student government, its overconcern with the social events of school life, the apathy of student members, etc.
2. Discipline within the school and its not being equally enforced on all students.
3. Dress code for students.
4. Drug abuse and effectiveness of programs designed to educate the public.
5. Open campus school.
6. Curriculum changes needed–more vocational subjects, students should know who the teacher of the subject will be before enrollments, girls automechanics, boys home economics, photography, jewelry making, etc.
7. Personal problems of a wide variety.
8. School happenings.
9. Smoking lounge for students.

Since the writer was a member of the Faculty Advisory Committee, many ideas and feelings of the Mickey Mouse group were transmitted to this group. Also, since the co-leader was Student Congress sponsor, students' feelings and ideas found their way to Student Congress.

Evaluation

The Mickey Mouse group was received with considerable enthusiasm by the teacher- and student-participants. Any time you can get a group of students who have shown no inclination to participate in any school-sponsored activities to sit for two hours after school and discuss enthusiastically a wide variety of subjects, then one would have to assume that the rap session was a success.

It is the feeling of the group leaders that the project achieved many results. The following are some specific results:

1. Provided a means of establishing rapport between some young people with special needs and members of the faculty.
2. Provided a vehicle for injecting ideas of these heretofore unrepresented students into the mainstream of the school.
3. Provided teachers an opportunity to become involved with students with problems and to develop an understanding of these young people as individuals with some very good ideas even though their values of life may differ from the established thinking of the adults involved.
4. Provided the opportunity for encouraging students to run for Student Congress Positions–five of these were elected to Student Congress!
5. Provided many topics that were discussed at both the Faculty Advisory Committee and Student Advisory Committee.
6. Provided a means for offering suggestions as to school policies, curriculum, individualized instruction, etc., through established routes of communication.
7. Provided a forum for discussion of personal problems without fear of recrimination or rejection.
8. Provided an opportunity for the ideas, values, and rationale for a variety of rules and regulations, etc., to be injected into the thought processes by the adults of the group.

Some comments from students when asked if they felt the project was worthwhile are listed below:

1. From a girl who sat for two hours without entering into the discussion, when asked by Mr. Smith about her nonparticipation said, "Sometimes it helps just to sit and listen to others tell about their problems, feelings, and ideas. At least I know I'm not the only one with problems."
2. From a girl whose mother is a drug addict, "I think it is great to have teachers take the time just to sit and listen to us kids."
3. From a long-haired, rebellious young man who was elected to Student Congress, much to his surprise, "This Mickey House group has been a real help to me. I'd like to see it continue next year, but adding some 'sensitivity training' besides."
4. From an extremely bright boy who hated school, was suspended for truancy, but was allowed to audit two classes in the Social Studies classes because the teachers went to his defense, "If I'm going to have a future, support a wife, then

I must get an education. About three or four months ago, I was completely self-centered, now I feel more social concern and interest in others. I have been attending Redeemer Chapel in Denver and have enjoyed that, too."

5. When two former outstanding student leaders, turned hippie, returned to talk to the group they told the young people, "You have a lot more freedom in this school than you'll ever have in the adult world." Also, "If I had it to do over, I'd take all the vocational subjects I could and forget about taking all those college prep courses." Both of these young men were outstanding students who received college scholarships, went to college less than a semester, then dropped out because they didn't like it. They were having a great deal of difficulty locating a job -- one was a linen boy at a motel and the other was trying to break into the construction industry as a laborer or apprentice.

6. As a very middle-class, establishment-oriented teacher with a sincere desire to understand and work with these students, the project leader says, "Working with these young people has been the single, most rewarding experience I've had this year. I have learned to look past their bizarre (by my standards) mode of dress, and have learned to listen to them, their ideas, and have realized how very intelligent they are! Their ideas and mine may differ diversely, but we are tolerant and understanding of each others' points of view. I respect them and I feel they respect me. They are a great group of kids!"

Conclusions

The most important result of this project has been, in the writer's opinion, that regardless of appearance, differing moral values, and inappropriate social behavior, these young people are extremely intelligent and have very valid reasons for viewing their world as they do. It is extremely important for adults, especially teachers and parents, to take time to listen to the young. Keeping lines of communication open is essential if we are to benefit from them and they from us. This was expressed over and over by the group members, "No one will ever listen to us. They tune us out and start preaching!" What an indictment on us as teachers and parents. Establishment of rapport between generations is needed desperately by both young and adults. It is this writer's belief that because of the efforts of the teachers and administration to keep lines of communication open that Northglenn High School has had no major disturbances. The potential is there, but up to this point, there has been none.

FINANCIAL HELP FOR DISADVANTAGED STUDENTS

Jack Graves
San Luis Valley Area Vocational School
Monte Vista, Colorado

Introduction

San Luis Valley Area Vocational School serves the valley residents numbering approximately 37,500. The principle occupations in this large valley are agriculture, mining, and related service industries. The area vocational school has an enrollment of 82 high school students, 55 post high school students, and serves 173 adults in evening classes. Of the 137 students, 33 are on work-study, 18 have their tuition paid by various agencies such as welfare or rehabilitation, and 12 students are receiving tuition wavers. However, there are additional students who are in need of assistance in meeting the tuition requirements of the school.

Objectives

1. To provide disadvantaged students with either a scholarship or the funds necessary to enter and remain at the SLV Area Vocational School.
2. To develop awareness and a concern on the part of valley service clubs of the needs of the disadvantaged students.

Procedure

This project involved two phases. The first phase was to identify students who were in need of financial assistance. The second phase was to promote interest and concern among the membership of valley service clubs concerning the school and its students.

1. Through contact with high school counselors, the employment service, welfare department, drop-outs and students in need of

assistance were located.

2. Four instructors were organized into a speakers bureau and traveled throughout the valley. They spoke at numerous service clubs and community organizations explaining the purpose of the area vocational school and especially the needs of the disadvantaged students.

3. As the response from community and service clubs was insufficient to meet the financial needs of all the disadvantaged students, work-study programs and special outside jobs were developed by the instructional staff.

Evaluation

Through the contributions of the service clubs, 10 to 12 students will receive scholarships for the coming school year. Employment has been found for the graduates of a sewing class and six students who were identified as being disadvantaged are working on a building trades construction project for which they are receiving pay.

As a result of instructors becoming involved in identifying disadvantaged students and through efforts to obtain financial aid for these students, there is an improved student-teacher relationship in the school.

Conclusions

This effort will continue throughout next year. It has been well received by the school and the community. Through additional contacts, many more disadvantaged students can continue their education. Additional work will be needed in the area of job placement and it appears that working on a one-to-one basis achieves success in placing students.

DEVELOPMENT OF A VOCATIONAL CURRICULUM FOR DISADVANTAGED BOYS IN THE INTERMEDIATE GRADES

Lester Hasty
Lincoln Resource Center
La Junta, Colorado

Introduction

La Junta, Colorado, is a town of approximately 10,000 residents. The major industries in the area are farming, ranching, and a small amount of manufacturing. Many people are on welfare since most work is seasonal. About forty percent of the public school students in La Junta are Spanish-surnamed.

I teach elementary industrial arts and crafts at the Lincoln Resource Center, which serves students with special needs. The center has approximately 130 students, of which 48 are included in the vocational program that I teach. These 48 students are fifth and sixth grade boys ranging in age from eleven to fourteen years of age.

I planned a special curriculum because disadvantaged students need an introduction to the world of work. The students with whom I am involved experience many failures in the regular classroom; as a result, they tend to drop out of school when they turn sixteen. Many will eventually become welfare recipients and several may spend time in a correctional institution.

Objectives

The curriculum was devised: (1) To provide specific industrial arts and crafts activities in a comprehensive vocational program for disadvantaged boys. (2) To stimulate and enrich learning. (3) To contribute to the practical development of the student. (4) To aid in acquainting him with his future adult environment. (5) To give each student more incentive and motivation for continuing his vocational and academic education.

Procedure

The units listed below are appropriate for grades one through eight with variations.

1. Plastics and Plasters
2. Leather
3. Paper Mache' and Punched Yarn Decorations
4. Wood and Cardboard Construction plus Finishing
5. Ceramics
6. Art Metal and Handwrought Jewelry

I presented the program in five-week blocks using films, filmstrips, general discussions, field trips, and talks presented by resource people concerning the world of work.

One building was set up within the school district as a resource center. A questionnaire was compiled by the five teachers of the instructional staff and administrators and circulated among the elementary schools. Teachers and principals were asked to identify students who were having special problems in school because of poor attitude, poor home conditions, or lack of interest in the academic classroom.

The Resource Center staff selected students by evaluating the responses to the questionnaires. The Resource Center staff included a classroom teacher, psychologist, principal, and resource teachers.

The students were bused to the Center from their neighborhood schools. Twenty-eight fifth and sixth grade boys spent one hour and fifteen minutes daily in my classroom where:

(1) They were introduced to plans, designing, tools, materials, processes, and products. This allowed them an opportunity to apply themselves to many aspects of job situations.

(2) They gained technical experiences by reading, visualizing, computing, and assembling when they worked on the six units.

(3) They were able to discover for themselves some of the adult values and gain an insight in today's world of work, in addition to verbal and academic experiences.

In addition, the other four teachers at the Center conducted programs in language arts and mathematics. Carry-over into the regular classroom was an important objective since industrial and vocational activities may be related to basic and sequential skills.

Besides working with the classroom teachers and principals of the elementary schools, I was in frequent consultation with the Superintendent of La Junta schools, Dr. Jack Reed; the Director of the Arkansas Valley Board of Cooperative Educational Services, Dr. Robert Cooley; and the Director of the Career Development Orientation Program, Mr. Bill Gress. All of these people cooperated with me in every way possible to further this innovative vocational development program.

Evaluation

A questionnaire was administered to each principal near the end of the year. The five principals of the elementary schools involved in the program reported that because industrial processes had been related to subjects studied in the regular classroom, the students benefited in several ways, such as:

1. Improved attitude toward the academic classroom.
2. Improved behavior.
3. Improved academic effort and achievement.

Most of the principals and their teachers felt that the program should remain limited to fifth and sixth graders because of the maturity needed.

The principals felt that the presently centralized program off-set the inconveniences caused by busing and missing academic presentations. They preferred the present arrangement over a modified program that could possibly be offered in the regular classroom. However, each principal did state that he would like to have a comprehensive vocational program within his own school, but this is not possible at this time because of the required additional space and funds.

Administrators and teachers alike would prefer to see the program continued and expanded to include at least sixty percent of all the boys in the fifth and sixth grades; and many felt that girls should be included in a comparable program. This would require more funding for supplies, equipment, and additional teachers.

The attitudes of several drop-out potentials changed from expectations of a welfare existence to hopes for a vocation. The interest expressed in the industrial arts and crafts program permitted an additional twenty boys to participate one day each week, and a large percentage of students expressed interest in work performed by adults.

These changes occured because of two innovations: (1) For the first time in the district, special education students were integrated into the regular classroom. Being a part of the regular classroom enabled them to share the values and goals of the mainstream school population. Their social status improved because they were no longer self-contained in "retardo rooms" (using the vernacular of the students themselves).

Although their academic achievement was low, their social opportunities were heightened by

this integration.

(2) The students have had no opportunity to learn about the world-ofwork since their parents are second or third generation welfare recipients. After learning that jobs are available to skilled workers and craftsmen, these boys became more positive in their approach to education and to their future adulthood. An important consideration for changing such life-styles is through innovative, meaningful programs in the public schools.

Conclusions

This vocational program merits continuance and expansion to include more students by the hiring of an additional teacher or aide, if at all possible.

Considering past experiences and results, plans have been made to expand the program to include basic electricity, small motors, foundry, and additional plastic projects next year.

A specified schedule is needed for more field trips to industrial firms and occupational training centers, more resource speakers on the world of work, and the use of audio-visual materials on various occupations related to the units studied during the year.

The administrators have confirmed that this program will be continued in the future and funded under Title I.

TEACHING VOCATIONAL EDUCATION THROUGH ENGLISH

Robert Hayes
Meritt Hutton High School
Thornton, Colorado

Introduction

Meritt Hutton High School has an enrollment of 1,130, is located in Thornton, a suburban community of 10,000. The principal occupational outlets are in retail stores and offices. The City of Denver is nearby and business and industry from there are readily accessible. The community is made up of average socio-economic families. Students having difficulty with their English reading skills were identified as disadvantaged since they are potential dropouts.

Objectives

The following were broad goals of the program:

1. To help the students to understand themselves in terms of their potential as human beings.
2. To help the students understand themselves in terms of their potential to achieve economic security as adults.

A course of study was developed to be implemented in the English Reading Skills class. The plan was to develop the attitude, behavior, and abilities of the student so that he would:

1. Be able to identify personal characteristics which make him unique as an individual.
2. Be able to identify various means of achieving economic security in current American society.
3. Be able to identify factors which contribute to a satisfactory life for a person.
4. Be able to identify the various decisions involved in planning his life.
5. Be able to fill out a job application acceptable to the instructor.
6. Be able to participate in a simulated job interview in a manner acceptable to the instructor.

Procedure

Basically, the plan was to develop a course of study to meet the needs of the disadvantaged, implement the course, and evaluate it on the outcome expected.

1. An English class was selected at random.
2. A profile of each student was developed so that the instructor could work with students individually.
3. Group discussions, field trips to local businesses, resource people, and a simulation game of "Careers" were utilized to develop an awareness of the different occupations and background requirements for job entry.
4. Students then wrote their own personal profile, practiced filling out applications, and participated in the simulation of job interviews.

Evaluation

1. Of the eleven students who started the project in November, one dropped out of school at the end of the semester to join the Navy, and another elected not to take the class the second semester. The nine who remained seemed to like the activities in which they were involved.
2. The English teacher who worked with

the project felt that the course was well received by the students and that it should be expanded to include a full 9 weeks unit next year.

3. A clearer concept of the course was developed and can now be written into a comprehensive course of study.

4. There are indications that further exploration in developing ways of relating vocational concepts to general education classes will be implemented. This could have an impact on the number of students served by the vocational education programs in the future.

Conclusions

There are many students who need help in understanding the factors involved in relation to their economic security in today's culture. Integrating vocational concepts into general education classes is one method that may be utilized. Simulation techniques can help students recognize these concepts and make decisions about education and work.

In the future, lesson plans will be more comprehensive and the objectives will be stated in behavioral terms. The class will be expanded to include social studies and plans for class visits and the use of resource people will be highly coordinated.

DEVELOPING EMPLOYMENT OPPORTUNITIES FOR THE DISADVANTAGED

James Hazelton
Aurora Central High School
Aurora, Colorado

Introduction

Aurora Central High School has approximately 1,800 students and is located in a residential area. The community has a population of about 80,000 residents and the principal occupational outlets are retail stores, small industry, and the military.

The public school system is progressive and believes in an education to meet the needs of all students. However, most of the disadvantaged students cannot continue their education after high school and are not prepared for job entry. The purpose of this project was to motivate and train them sufficiently to obtain employment.

Objectives

1. To help identify those disadvantaged students in the electrical-electronics vocational program in the Aurora school system.
2. To find part-time employment for them in related vocational areas.
3. To guide, motivate, communicate and understand them to the best of my ability.
4. To develop an ability for job entry level, by training them in an area of electricity or electronics for which they show an interest and aptitude.

Procedure

This project was developed slowly, deliberately, and with a purpose. Disadvantaged youth require special attention and their own program and curriculum. Each person must be treated as an individual and is motivated by communication and understanding.

1. Students were selected by the recommendations of various counselors, teachers, and a questionnaire. Basically, the faculty is aware of my participation in the project but there was no effort to secure direct involvement in the project. It was felt the best procedure, for the disadvantaged youth, the community, and the school, was to develop the program, prove that it would work, and then involve all concerned.
2. After identification of several disadvantaged youth, a crash program of special instruction was initiated. Training was on a 1 to 1 ratio, using senior "A" students as assistants. Part-time employment was secured at various local electronic or electrical companies. Of the six students originally selected, one moved out of the state, two decided on other vocational fields, three are still in school, working, and will graduate.

Evaluation

Important to the success of the project was the support, encouragement, and counsel from all levels of administration. As a result of the project, the following observations could be stated:

1. Attitudes of the participants improved.
2. Grades improved.
3. The desire to succeed in world-of-work improved.
4. The participants are aware that the world of work is competitive.

5. The writer's awareness of the needs of disadvantaged is further developed.

6. The implementation of an important new program for Aurora Central High School has been accomplished.

7. There was a minor updating effect in the technical curriculum.

Conclusions

Results of the project are:

1. The needs of disadvantaged youth are now being better served.

2. A new awareness and understanding of the disadvantaged youth.

3. Realization that more time should be spent in the community in order that needs can be visualized.

4. There is a need for this program in all vocational courses in the school system.

CAREER REVIEW AND PLACEMENT OF RURAL STUDENTS

Loretta Jacob, Rocky Ford High School, Rocky Ford, Colorado

Charles Jacob, Otero Junior College, La Junta, Colorado

Introduction

This project served 17 students at Rocky Ford High School, Rocky Ford, Colorado, and 12 students at Otero Junior College in La Junta, Colorado. Both are considered rural communities, with a population of 5,200 and 8,000 respectively. The principal occupational outlets in these two communities are service, agriculture, and food processing. Many students in the rural areas are at a disadvantage because they do not have access to the training needed in career preparation. In addition, they lack the knowledge of urban lifestyles and the attributes and attitudes and the self confidence essential to successful competition with urban students in today's job market.

Objectives

The primary objective of the program was to create a training program whereby disadvantaged rural students would acquire those skills, attributes, and attitudes essential to successful entry into the job market, and would be able to compete successfully with urban students for the available jobs.

Procedures

In order to reach the objective it was determined that the project needed to establish five operational procedures. Program orientation, establishment of an advisory committee, development of occupational materials, establishment of training stations, and placement were adopted as procedures.

The following outline describes the methods and procedures by which this objective was met:

I. **PROGRAM ORIENTATION**

A. Consultations with administration, faculty, and counselors were held to inform them of the project and to suggest the ways in which they could be of help. Individual contacts, group meetings, and chance encounters in the faculty lounge were ways used to meet with these people.

B. A special report describing the project was written for the school board.

C. Bulletin boards and posters were placed at various points in the school building emphasizing on-the-job training. Radio and local newspaper publicity was used for orientation purposes.

D. Consultations were held with students who were to be directly involved in the project.

1. Group - a dinner was given where students enjoyed a Mexican style meal and afterwards discussed the project. The students themselves planned the meal, did the grocery shopping and the cooking, thus becoming a functioning group from the very beginning.
2. Individual -- students were interviewed individually to determine their personal occupational goal.

E. Meetings and consultations with parents of the involved students were managed by holding a departmental "open house" where the project was discussed. Some parents were also contacted through home visits.

F. Consultation with prospective employers was also accomplished at the "open house." Follow-up work was done by visits at the various places of business.

II. ESTABLISHMENT OF ADVISORY COMMITTEE

A. A Student Advisory Committee was selected from senior business students, by a vote of all business students. This committee has proved a valuable asset to the project.

B. Influential businessmen were selected from local enterprises to make up an Advisory Committee. The assistant principal, one guidance counselor, and one parent were invited to attend each meeting of the Advisory Committee.

III. DEVELOPMENT OF OCCUPATIONAL MATERIALS

A. Individualized instructional units were prepared to assist in classroom training of students. These units consisted of such items as ten-key adding machines, transcribing equipment, electronic and printing calculators, duplicating machines, filing and office practice sets. In addition, personality development, personal grooming, and others were also used.

B. Booklets and pamphlets were ordered to supplement class textbooks.

C. A library of business books was developed to aid the students and to serve as a reference library on current business subjects.

D. Local resource people were utilized whenever available. Guest speakers from the community presented their particular specialty as part of the classroom training. Some of the topics covered were grooming, office etiquette, telephone techniques, budgeting, legal rights, money management, and human and personal relationships.

E. Field trips were implemented. Students were asked to name the places in Denver in which they would like to work, if given the choice. Employers were contacted and arrangements were made, where possible, to allow students to spend two days working in the business of their choice. The students stayed at the "Y" in Denver, used taxis for transportation, and managed their own money. This particular trip was sponsored by the school district.

Another trip – for the girls -- was to a charm school, where the instructor discussed many facets of charm, grooming, and personality improvement. The students had their hair styled and were taken out to lunch.

IV. ESTABLISHMENT OF TRAINING STATIONS

A. A brochure was printed describing the program and was distributed to the local businesses, with a follow-up visit by the coordinating teacher.

B. A survey of the local businesses was made in order to determine the number and nature of existing jobs in the clerical and office field, and what new jobs are expected to emerge over the next five years. Assistance was obtained from the chamber of commerce in the form of a list of the local businesses which hired clerical office help.

C. After reviewing the qualifications of the students involved in the program, a visit was made to the businesses which offered positions appropriate for each student.

V. PLACEMENT OF STUDENTS ON TRAINING STATIONS

A. A "manpower" book was prepared, which consisted of a condensed resume of each student involved in the program.

1. Picture of student
2. Skills and experience of student

B. A training agreement was designed involving student, parent, employer, and training supervisor, administration, and teacher/coordinator.

C. Students were selected by the teacher/coordinator to interview for particular jobs. Among the criteria used in

selection were student occupational goals, proficiency and aptitude for the demands of the job, and attitudes of the student. Students were interviewed by businessmen who had agreed to participate in the program. The businessman made the final decision as to which student was employed. Students went through the same procedure as any other job applicant, and thus were given the opportunity and experience of interviewing in a real-life situation.

VI. EVALUATION PROCEDURES

A. Employers were asked, at monthly intervals, to evaluate the student trainee by discussing his or her progress, taking into account such factors as personality traits and attitudes as well as work skills and job performance.

B. A confidential appraisal of the student trainee was taken periodically by the coordinator by way of an informal discussion with the employer. This was done to enable the teacher to guide and assist the student in areas that the employer may not wish to discuss directly with the trainee.

C. An end-of-school dinner was held for the employers and training supervisors participating in the program, the Advisory Committee members, school administraion, interested teachers and parents, and prospective employers. Included on the program was a color slide presentation which was prepared during the year, in which the student trainees, their employers and supervisor trainers were the principal interests.

D. The Student Advisory Committee, through interviews with the student trainees, obtained a critique of the program for the past year. By having students interview students, it was felt that more candid responses would be obtained. The feedback obtained in this manner would facilitate improvement of the program for each succeeding year.

E. At the end of school, parents of participating students were interviewed regarding their feelings about the program.

F. Local businessmen participating in the program were asked for comments, recommendations, and criticisms concerning the effectiveness of the program.

A confidential appraisal of each training station was completed by the teacher/coordinator.

Evaluation and Conclusion

At this point in the project, a complete evaluation cannot be made. Short-run results have been quite good, but a long-run evaluation will require follow-up interviews and studies of the project's effectiveness over a period of at least a year.

Since it is our intention to continue the program as a regular part of the curriculum, an ongoing evaluation will be effected. Three changes recommended for next year are:

1. Students should be given more job-entry-level skills during their sophomore and junior years, in order that they may be more employable when they go into the on-the-job training phase as seniors.
2. On-the-job training should begin at the beginning of the school year, and not at mid-term.
3. *Communications skills – particularly* English composition and grammar – should be reinforced before students come into the program.

It is felt that the BOE cooperative program has been quite successful thus far. Several of the student participants have already obtained full-time employment as a result of the program, and all have a much better conception of what they will do and how to go about achieving their career goals. In addition, every one of the employers who supplied the training stations has enthusiastically agreed to participate in the program for next year, and this is an indication of favorable community reaction to the program.

TEACHER INVOLVEMENT

Dorothy Kirk
Longmont High School
Longmont, Colorado

Introduction

Longmont Senior High School's enrollment of

1,600 is from the city of Longmont and surrounding rural area with a combined population of 25,000. The principle occupational outlets are construction, International Business Machines near Boulder, Federal Aviation Administration in Longmont, agriculture, and work in Denver.

This project was chosen because citizens of the community have been heard voicing their opinion that students were "being pushed out" of school by teachers', counselors', and administrators' attitudes towards students.

Objectives

1. Keep the potential dropout in high school.
2. Become aware of and examine disadvantaged students' problems.
3. Become personally involved with the student so as to assist the student in overcoming his difficulties and to complete high school.
4. To encourage teachers and counselors to exchange successful methods of working with the disadvantaged student.

Procedure

Before starting my project, I talked with the administration, explaining what I had planned. With administration approval there were meetings of administration, counselors, and vocational teachers in the home economics department from 11:45 a.m. to 12:10 p.m., which is the lunch period between the first session of school and the second session. Several meetings were planned during the year.

This project is basically concerned with identifying the needs of the potential dropout and the way these needs might best be met through teacher and student interaction. The vocational teachers will identify two or more students who may be potential dropouts. They will give these students more personal attention by counseling, and directing their educational activity so they will see the need for a high school education.

At the first meeting there was a group of twenty-two people, including vocational teachers, counselors, high school administration, and a director of vocational education.

After several noon meetings we identified the disadvantaged person in our school as the one who is: absent a lot, tardy, disinterested, can't read, lack of success, lack of social adjustment, emotional problems caused by home life, rejection, low self concept, apathy, work interferes with school, etc.

Of the 19 vocational teachers, 7 teachers identified two or three students each. The only organized interaction with these students was on the part of the teacher. Group participation including counselors was discussed but nothing constructive was done due to time schedules. Also, many tutoring services are offered to high school students desiring help.

Contact with teachers was personal or "mailbox" correspondence during the last semester. Paul Miller and Sheldon Mendelson, doctoral candidates in the Vocational Education Department at CSU, spent one day visiting with teachers giving them information on effective ways to work with their students, etc.

Evaluation

The administration and teachers may not have understood the purpose of the project. The fact that six teachers out of nineteen continued with the project is self evaluative.

However, the fact that vocational teachers and counselors attended some meetings and exchanged ideas about less advantaged students and their problems, was progress. Teachers were honest in their comments about the project which ranged from doing all they could for students in class and then it was up to the student – to the teachers who would like to explore methods of interaction with less advantaged students in order to "reach" this student. Many of our vocational teachers have excellent rapport with the less advantaged student that could be shared with other vocational teachers. We need more counselor-teacher communication.

The lack of time for administrators, counselors, and teachers to meet was the greatest deterrent to the project.

Six teachers reported their results with the fourteen students they selected as possible dropouts. Four students dropped out of school and one moved. Two students remained unmotivated and two were enrolled in other classes more suited to their needs. Five students were showing more interest by regular attendance, doing extra work in class, adjusting socially and gaining self-confidence and would pass the course requirements.

Conclusion

As a result of this project, I found out that one must have at least one hour for meeting with the personnel involved. Administration requirement, release time, and remuneration seems to be necessary for total teacher-counselor participation.

On a voluntary, overtime basis most vocational teachers feel they have done their best during the teaching day. However, many students need that personal attention to cope with their problems, for which the classroom teacher just does not have time.

I have learned more from this project than any vocational teacher in our school.

I would not recommend this kind of project for Longmont High School as long as we are on double sessions.

COORDINATOR–COUNSELOR–TEACHER

Mike Perrino
Pueblo County High School
Pueblo, Colorado

Introduction

The specific characteristics at Pueblo County High School and the surrounding community which contributed to the need for this project are: low socio-economic level, low educational achievement, and limited occupational choice.

There is a segment of our school population that comes to high school from isolated rural communities. In most part, the parents that are employed are employed in non-skilled jobs, while others make their livelihood through welfare, or at least supplement their income in this way. A large part of our dropouts seem to come from these communities. Also, many seem to terminate their education by the end of their junior high school.

Objectives

The objectives of this project are to:

1. Enable students to graduate from high school and to assist students in selecting an occupational choice.
2. Provide training stations that will: (a) provide meaningful learning experiences, (b) assist students in decisions as to the occupation which he wishes to make his or her livelihood, (c) reference to future employment, (d) give students an understanding of why an education is needed.
3. To acquaint the faculty to the special needs of the student and to understand the student's problems. The main goal is to get to know the student as a person.
4. To develop interest in helping set up the program and articulate what their children should be getting out of school and/or the Cooperative Vocational Occupational Training program.

Procedure

The coordinator will not only coordinate the coop G program, but he will assist the students in the program by counseling them into classes in the required areas of English, math, and science, and help these students meet all requirements with a degree of learning that is relevant and meaningful to them. These teachers will already know about these students and their problems, thus making it much easier for the teacher to work with the student through the program coordinator. In short, the idea of the program is to articulate or superimpose it on the existing curriculum with proper guidance and follow-up.

In selecting students for the program, it is recommended that the coordinator go to the sixth, seventh, eighth, and ninth grades and find these students that can be identified as potential dropouts or those that can be identified as likely not to succeed in the present high school setting.

The existing program started with an interview of 240 students. This in itself showed there was an interest, also a need. Of the 240 students interviewed, 25 students were selected; of these 25, 16 are in the program. This includes three students that had previously dropped out. These students are still in school and doing well.

The regular class meets in the morning from 7:30–8:30, then the students follow a regular six-period day with regular school or, those that are assigned to a training station go to work and receive one credit.

Evaluation

Since the program has only been in existence since February 1971, there is not enough time to adequately evaluate it. Perhaps it can be said we feel that some positive things have happened to many disadvantaged students. Some are meeting graduation requirements, others are placed in training stations, and still others are, for the first

time, getting an education that they can understand.

Conclusions

1. It has been observed in the short life of the program that there exists a real need for a cooperative program here at Pueblo County High School.
2. We fully realize that the program has not reached the point of satisfaction and continued work on the enrichment and development of a better program is a must.
3. The program will continue in the future with the idea that the C.V.O.T. will be superimposed on the total curriculum of the disadvantaged. Therefore, the coordinator will be allowed to work in three areas: (a) the C.V.O.T. class, (b) He will be the focal point of learning for this group as a director-counselor or the go-between for the student and the teacher, (c) The coordinator will work with the student job placement.
4. The total effort of the entire program is not to make education easier, rather make education more effective and relevant to the disadvantaged student.

HELPING THE DISADVANTAGED HELP THEMSELVES

Orville Pieper
Northeastern Junior College
Sterling, Colorado

Introduction

Northeastern Junior College has an enrollment of approximately 1,500 students. It is located at Sterling, Colorado, which is an agricultural community with a population of 12,000.

Objectives

The objectives of this project were:

1. To identify students in the various vocational education programs who may be classified as disadvantaged.
2. To attempt to help these students identify and achieve their goals.
3. To develop among the vocational faculty (including the project coordinator), an understanding of disadvantgaed students, their problems, and how to help solve them.

Procedure

The plan was to encourage each vocational technical instructor to concentrate on helping at least one disadvantaged student. Periodically, the instructors were to meet as a group to compare notes on problems and techniques.

1. Instructors identified students they knew were having problems and a questionnaire was developed to help the instructor determine the students' strengths and weaknesses.
2. One of the objectives of Northeastern Junior College is to meet the needs of the individual student. The faculty and administration became involved through periodic meetings where such topics as methods of handling problems, referrals to the counseling division and study skills center, and how to encourage strong students to tutor those with difficulties were discussed.
3. The administration endorsed the project and gave their full cooperation.
4. The community and student body were not informed of the project since it was felt the project would be more successful if disadvantaged students were not singled out.

Evaluation

1. Several students were helped as a result of special attention from instructors after the student had realized the instructor was genuinely interested in helping him. The most progress was made when the instructor counseled a student in his class.
2. Students who were referred to the study skills center received help from tapes on how to study, help from personal sessions with the study skills counselors, and from tutors assigned by the center. The study skills counselor provided information on progress of those students who were referred to him.
3. The project could possibly have been more effective through closer coordination with individual instructors and through more frequent meetings of participating instructors. However, a special project such as this must complement and not displace the instructor's regular duties.
4. Many of the problems of disadvantaged students result from a long history of circumstances and cannot be solved instantly. Also,

instructors must develop their own techniques of dealing with these problems.

5. The value of the project may best be explained by comments of the participants, such as:

A. **Student** (who had been dismissed from another shop-type high school course and was having difficulty in academic courses) – "Mr. Instructor is a friend. He tries to help you."

B. **Student** (who at first showed anxiety or fear when meeting with the study skills counselor and with the project coordinator) – "Some adults really try to help a person."

C. **Student** (who had previously expressed concern over having been out of school several years and was out of the habit of studying, so was referred to the study skills center) – "I am sure glad you sent me to Mr. Brennan (study skills counselor). He really has helped me." (This help included counseling in family affairs as well as study skills.)

D. **Student** (who strongly considered quitting school last fall from fear of failure, but who became the top student in one class winter quarter) – "I feel that I am going to graduate."

E. **Student** (who for the past year and a half periodically conferred with the project coordinator about quitting school, but following recent visit to a four-year institution) – "I am going to transfer and get a four-year degree. My boss (during on-the-job training) has been encouraging me to go on, but until now I could not see myself going to school that long."

F. **Work-Study Supervisor** (who had previously said student would accomplish nothing if left alone) – "Student X has improved considerably in the last few weeks."

G. **Mother** -- "My son's attitude has really changed in the last couple of weeks. Sometimes he smiles now."

H. Another **High School Teacher** of student in vo-tech program -- "We are now able to reach Student Y. He had been tuning us out for a long time."

I. **Study Skills Counselor** -- "The word spread that the tutors were benefiting personally. We now have several volunteers to tutor next year, without pay, from students who do not qualify for the work-study program."

Conclusions

The most important result of this project is that we helped people. Disadvantaged persons have a tendency to be suspicious of the establishment and may be slow to respond to an attempt to help them. When convinced that the person is a friend and is genuinely interested in them they may respond remarkably well. In order to work with these people, an individual must be patient and tolerant of their views and values. He should show understanding of their point of view, but also present a positive approach to the ways in which they can benefit themselves. The instructor should show a positive attitude toward the student. In a case where two instructors were involved with the same student, one person reported that the case was hopeless, whereas another instructor said this student was making progress although at a slower rate than other members of the class.

In order to improve the program in the future, three definite items will be considered:

1. Closer cooperation with high school counselors regarding disadvantaged students enrolled in college-conducted high school vocational programs.

2. Closer cooperation with other community agencies such as welfare department, department of employment, department of rehabilitation, and mental health department.

3. During faculty orientation week present to all the faculty a few case histories, to show the results of special attention by faculty and referrals to study skills center.

GET EVERYBODY INVOLVED IN WORK EXPERIENCE

Roland Porter
Morgan County Community College
Fort Morgan, Colorado

Introduction

Morgan County Community College serves primarily a rural type community. The area has a population of about 8,000 and the principle occupational outlets are farming, cattle, ranching, meat plant, with some business such as trailer factory, construction, stores, and filling stations within the city. Brush has a population of about 3,600. This is a farming area with a grain elevator, cattle stockyards, feed and seed, with some stores and businesses within the town. Fort Morgan and Brush High schools have several students who were failing and in need of help. They needed a program that would increase their interest in school. The program needed to provide a chance for these students to learn and earn. Thus, a program where the students attended high school for half a day and then work half a day was begun.

Those students served by the project were:

Fort Morgan High School	7 boys	1 girl
Brush High School	4 boys	
Boys World	4 boys	

Objectives

1. To help the student better adjust to his academic success by attaining success on a part-time job in the community.
2. To also encourage the students to finish high school while at the same time learn a trade.
3. To establish a good relationship between the guidance counselor, the principal, teachers, and the students.
4. To contact employers and establish a better relationship between the student and the employer so as to create a good atmosphere for the establishment of work experience training stations.
5. To gain a better understanding in the student of his relationship with the community and a need for occupational training.

Procedures

First of all, I made visits to employers and explained the program to each of them. I also made contacts with teachers so as to gain their cooperation with the student. I made home visits to talk with parents and discuss with them the boys' problems, thus, hoping to bring about a better understanding. I made an effort to discuss the program with civic organizations in order to gain cooperation and more job opportunities. I also planned to gain interest in the program by submitting pictures and write-ups to the local newspaper.

The students were selected by the high school administration on the basis of low achievement, lack of ability, and lack of interest.

Daily or weekly personal contact was made with each and every person or persons involved in any way with the program and the student. I contacted either in person or by phone all facilities that could in any way give assistance to the program or the student.

At the beginning of the school year, a classroom session of three hours each day was held. After three weeks of concentrated work the classroom time was cut to one hour and a search for jobs was begun. The students had discussed preferences on types of work in which they would be most interested. An effort was made to place each student in the type of work in which he was best suited. Applications were filled out so that the students learned the correct procedure. Students went out and obtained jobs in either first or second choice. Guidance was given by the instructor and the employer. Out of 14 students in the program, 8 obtained jobs without any problems. However, it took about three months to reach a 100 percent employment status. For a short period of time we kept our perfect percentage, then some of the students changed jobs or lost them because of slowdown on work. Because of the time of year jobs became hard to find and so some boys never did regain employment. However, out of the 14 there were never less than 8 working.

Evaluation

In the writer's opinion, the students served by the project believed it was worth the time, especially the ones who are still working on the same job and earning good money. Those who got into trouble with the law and now are on parole perhaps did not gain from the discussions. There were also three boys who quit school and their job and left the state.

From the talks I have had with faculty, administration, and people in the community, all seem to believe there is a need for this type of program to help the disadvantaged boys and girls.

I feel that my project achieved results because I have eight boys still working at their jobs, staying in school, and planning to complete high school.

I feel my project was hampered in achieving

its objectives because in the fall five boys from the state detention home were put in the class. These boys should have been separated and not placed in the same class with the boys from the high school. The same program could be used for them but at a different time and place.

These boys from the detention home created classroom problems and had difficulty holding a job. In fact, they did not want to work, but merely used this program as an excuse to get away from the detention home. Only two of the boys managed to hold jobs.

This project did help to increase the interest in vocational education programs. People in the community became more aware that education is possible for these boys.

Materials used that were felt to be very helpful were:

World of Work, *by Kimball-Vineyard, published by Mcknight & Mcknight.*

How to Find a Job, *by Willare K. Lasher, published by American Technical Society.*

Cooperative Part-Time Vocational Education Study Guide, *secured from the State Department of Education, Jefferson City, Missouri.*

We Want You, *Mary G. Turner, published by Noble & Noble.*

Conclusion

In summarizing the results of this project, I believe that there is a great need to help the disadvantaged student who feels he is a failure. The need for on-the-job training to earn money creates intent, changes attitude, and helps the student to finish high school.

BUSINESS EDUCATION DAY FOR 9th GRADERS

Barbara Relyea
Alamosa Junior High School
Alamosa, Colorado

Introduction

Alamosa Junior High School has approximately 600 students. The town is located in a rural area of the San Luis Valley. The principal occupational areas are farming and related occupations, small retail outlets, and college-related occupations. Students are from a wide range of backgrounds and this has resulted in polarization of groups, such as: (1) college community, (2) farmers, (3) business management, and (4) Spanish Americans. The unemployment rate is high.

Objectives

The main objective of the project was to involve the 9th grade class, consisting of 185 students, with the world-of-work. Through this involvement the students were to:

1. Develop and improve their own self-concept.
2. Develop an understanding of the personal qualifications necessary for success in various occupations.
3. Develop an awareness of the broad range of occupations available.
4. Be able to determine where and how training can be obtained. Secondary objectives were to:
5. Help the faculty relate classwork to the world of work.
6. Develop better school/community and school/business relations.

Procedure

1. Boys attended a home economics class; girls attended the shop class for a six-week period.
2. Ten days were spent in the classroom discussing human relations, job preparation, and personality development.
3. The manager of the Chamber of Commerce endorsed the project and worked with their membership.
4. The manager of the State Department of Employment spent two days with the class explaining job opportunities and requirements.
5. A "Freshman Occupations Day" was declared and each student reported to a job of his choice.
6. The faculty visited students on the job to let students and employers know the school was interested and appreciative.

Evaluation

1. Students have a deeper understanding of the requirements for employment – that training and experience are worthwhile.
2. The local newspaper provided coverage for the project and published several editorials.
3. The administration received several

letters from parents who complimented the school on the project.

4. The students were enthusiastic and requested that the project be continued.

5. The business community expressed a desire and interest to participate in future programs.

6. Several students have been employed part-time and some were promised summer employment.

7. The plan could have been better organized with the help of the entire faculty.

Conclusions

1. Students want to know more about real jobs -- not just reading about them or having someone come into class or the school to "tell" them about a job or occupation. They want to experience the job situation before they get to high school.

2. The project should be expanded with emphasis placed on human relations, personality development, and on-the-job training.

PROJECT BIG SISTER

Judy Rethemeier, BOE Teacher
Loveland High School
Loveland, Colorado

Introduction

Loveland High School in Loveland, Colorado, has a school population of approximately 1,200 students. The majority of these students come from middle-class white families. Only a small percentage of Spanish-American students are enrolled. Sources of income for the people in Loveland range from small businesses to larger industries, tourist trade, farming, and ranching. Loveland's population is approximately 17,500.

Loveland High School has been losing a number of students because of the inability of the school to meet students' needs in the area of vocational education. Many students are interested in acquiring vocational skills in business education, but they are having trouble in their transition from junior high to senior high due to such things as poor performance in a typing class, poor attendance records, lack of interest in school activities, and inadequate parental guidance. This project attempted to provide some incentive for these disadvantaged students to see the possibilities that could be theirs.

Objectives

The objectives of "Big Sister" can be stated simply:

1. That the project participants will be encouraged to pursue a career in business or some other vocation with the aid of advanced business students at Loveland High School.

2. That the business students and the downtown businessmen will become more aware of the needs of the participants involved.

Procedures

1. The total plan of "Big Sister" was presented to the Future Business Leaders of America Club. They were enthusiastic about the idea, so the project was underway.

2. Mr. Harold Ferguson, the high school principal, thought that the FBLA club would be an excellent vehicle to implement such a project and commented that there was definitely a need for young people in the Loveland community to show concern for the disadvantaged students enrolled in Loveland High School. With Mr. Ferguson's approval, the next step was to contact the counselors.

3. Counselors from both the junior high school and the high school got together and arrived at a list of fifteen girls from the sophmore class who they felt could benefit from such a project. The criteria used in this selection included low income, disinterest in school, poor school attendance records, and inadequate parental guidance. Sophomores are just beginning to plan their course of study and could benefit from any assistance given them.

4. A meeting was called for all the project participants and the project was explained. The girls were not aware that they were selected for the reasons mentioned above; they just felt honored to be part of the project.

5. An FBLA member was responsible for bringing her "Little Sister" to a get-acquainted meeting which consisted of a speaker, refreshments, and games.

6. Arrangements were made for the sophomore participants to visit their "Big Sister's" place of employment for half a day. The BOE

students provided transportation for their "Little Sister" to and from work. Taking the "Little Sister" to work showed her a behind-the-scenes view of business in Loveland. The BOE students acquainted their guest with the office routine, assigned some office tasks to her, and introduced her to fellow workers.

Evaluation

1. The project was received very well by everyone concerned. Only one employer out of fifteen did not accept the responsibility of having the half-day visitation due to the confidential type of work involved in his office.
2. The FBLA members and business and office students thoroughly enjoyed their "Big Sister" responsibilities and were enthusiastic throughout the entire project. It developed leadership qualities in themselves that they never knew existed, and friendship between sisters grew through the months.
3. Most important is the impact this project had on the sophomore girls. The results of this project are not definite, but the reports of the students are proof that many of the participating girls are now interested in FBLA and vocational business and office education.
4. Plans have been made to follow up those sophomore girls who were selected as project participants to find out how many of them actually enroll in more advanced business courses their junior year.

Conclusions

The sophomore girls who participated in the project should be better prepared to make a choice of a career in business – just because the FBLA members took a personal interest in them. The "Big Sister" project was a success due to careful planning and interest on the part of those concerned. It is a project that is relatively simple to implement, providing the people cooperate with the plan. If I were to do it again next year, I would like to get started earlier so that the participants could be involved in more club projects and perhaps make them honorary members of the youth organization. This was in my original plan, but it never materialized. I would also like to see other youth organizations in the school, such as the distributive education program, work on a similar project in their area.

TEACHER AWARENESS

Ralph Salaz
East High School
Pueblo, Colorado

Introduction

East High School, with an enrollment of approximately 1,500 students, is served by two junior high schools. Heaten Junior High School, a mile to the north, is in a predominently upper middle class Anglo community. Approximately two miles to the south is Risley Junior High School which has a student body made up of 70 percent Spanish-surnamed students. Risley's community represents a lower middle class socio-economic level.

Pueblo's primary industry is the Colorado Fuel & Ironworks, with secondary employment opportunities at the Pueblo Army Depot and smaller manufacturing companies.

Objectives

1. To develop a pilot project to make teachers aware of some of the problems faced by the disadvantaged students.
2. After analysis of the pilot program, to expand the program to include additional teachers from the high school and from the two junior high schools.

Procedures

Six teachers were selected from Risley Junior High and East High schools. The writer chose to work with teachers in these two schools because: (a) Disadvantaged students attend these schools; (b) Since I have taught at both of these schools, I have good rapport with the faculty; (c) I work with many parents of the disadvantaged students who attend these schools; (d) I work with many of the community leaders in the East High and Risley Junior High schools' community.

The following is a step-by-step procedure used to develop an awareness of the problems of disadvantaged students by the teachers of these students. Due to the time schedule of this project, only steps 1, 3, and 4, had been completed at the

time of this report.

Step 1 – Take teachers to the homes of the disadvantaged students.

Step 2 – Have teachers attend lectures by professional people on the disadvantaged student.

Step 3 – Have a "Rap Session" between teachers and disadvantaged students.

Step 4 – Have teachers attend lectures by community leaders on the disadvantaged student.

Step 5 – A social gathering made up of teachers and disadvantaged students and their parents.

Evaluation

At this point, the project is neither a total success nor a total failure. The writer was unable to involve many of the "hard-core" teachers who need help in understanding the problems of the disadvantaged student. The pilot project was well received by the principals of East High and Risley Junior High schools. There were definite changes in attitude and empathy on the part of those teachers who participated in the pilot project. Some comments were: "I can understand why____ is always tardy to my first hour class." This comment was made after a home visit; "It's hard to believe that people live like that," and "I didn't know that there were homes out this far."

A LITTLE "JINGLE"

William Shirley
Pueblo County High School
Pueblo, Colorado

Introduction

Pueblo County High School is a three-year county high school with an enrollment of 800 students. Most of the area served by this school is agriculturally zoned, even though only three percent of the people derive their income from farming. The principal occupational outlets are located in the city of Pueblo. The area served by this school district has a population of 25,000. My project was to find jobs for financially needy students.

Objectives

1. To keep the disadvantaged student in school and not allow him to become a dropout statistic.
2. To help disadvantaged students find gainful, part-time employment so that they could stay in school.

Procedure

1. Identify the disadvantaged student. The method used was primarily through observation, student records, and counseling.
2. Determine salable skills and interests. Through several informal, unscheduled, person-to-person counseling sessions I identified six students who I thought could be helped by having a part-time job. With the help of the vocational counselor to affirm my selections, and assistance in further counseling, we began to screen the students for their salable skills and interests. In all six cases the job experience of these boys was farm labor. One boy had also worked for a short time in a service station pumping gas. Not much of a variety of work experiences, but at least they had work experiences.
3. Employment opportunities. Transportation limited the scope for jobs, because without dependable transportation to and from work the job opportunities must be close by. The boys were encouraged to make application and personal contact with every business that they could reach.

This approach proved fruitful for one senior. He found part-time employment in an auto body and paint shop that was reasonably close to his home. He has worked very successfully for this shop all year and intends to remain with it as he enrolls at Southern Colorado State College next fall.

At our first area meeting in Pueblo, it was suggested by one of the resource people that I approach the school administration for possible placement of these boys in the school system. A good suggestion it was, for after meeting with the business manager of the school district I had job placements for three additional boys.

Evaluation

The job placements with the schools were only temporary, since the students were placed on clean-up crews during the Christmas vacation. This, however, led to their being employed once again during the spring vacation. The job placements were ideally located for each of the boys; they

worked in the school that was nearest their home.

Following spring vacation, the first boy was placed permanently at the school he had been working at. As a student, he has had academic problems. Not because he is mentally disadvantaged, but rather he has almost insurmountable financial and personal problems. His attendance and attitude at school are poor. He recently married and soon expects a child. A job for him is a necessity if he is to remain in school. One fact in his favor is that he wants a high school diploma, and should receive one this spring. I believe the job he has held kept him in school and solved some of his problems.

Another student has also been rehired by the school district to work at the high school doing yard work. This situation has worked well for him because he works 2 hours after school and his mother picks him up on her way home from work, solving his transportation problem. This student has always displayed fair attitude and interest in school, but with money in his pocket his self-confidence and self-image are noticably increased.

Through working for the school district during Christmas and spring vacations, another was able to pay off his school debts and buy new clothes. His personal appearance now is improved with a haircut and neat clothes. He also has shown better self-image.

Shortly after the initial counseling sessions took place, two of my selections requested a class schedule change. They wanted to take R.O.T.C. instead of reamining in the metal shop. Their reason: R.O.T.C. would give them a free set of clothes that they could wear twice a week. No kind of persuasion could change their minds.

Conclusions

Throughout the school year I have had good rapport with the boys and enjoyed the contact I had with them. It is gratifying to see the change that takes place in a human being when his dignity is elevated to that of his peers. This project has inspired me to carry on again next year and with the added hope that I can influence more teachers to become involved with the disadvantaged students to help in whatever way possible.

CO-OP AND REHABILITATION

Winifred Uhlinger
Mount View Girls' School
Morrison, Colorado

Introduction

Mount View Girls' School was founded in 1895 for the purpose of helping girls who were serious problems in the community. There have been as many as 150 girls, but presently there are about 55 girls who live at Mount View and are bussed to the Lookout Mountain School for Boys for a coeducational program.

All girls at Mount View are adjudicated from the courts in Colorado. The program for these girls is comprehensive. The school is made up of three main departments, all of which have the aim of helping the girls. The first department is Group Living, which provides for food, shelter, and clothing, as well as the medical needs of the girls. Housemothers also work with the girls. A second department, the Clinical Services, assists with personal problems. If needed, a professional staff of chaplains, psychologists and social workers are also available. A third department, the Academic School, provides instruction. The school is set up on a tri-semester basis. Regular credits can be earned during all three semesters. All teachers are certified in the State of Colorado. Students are assigned to classes after diagnostic testing. The school is child-centered and maintains records necessary for all the staff to use in working with the girls. There are also extra curricular activities for the girls such as choir, special classes such as flower arranging, charm courses, crafts, plus recreation, church, and special visits by big sisters or visits off campus with big sisters and family.

Objectives

1. To develop some employment opportunities and training for girls who have been or are presently institutionalized at Mount View Girls' School through the cooperation of community organizations.
2. To strengthen the rehabilitation program through work experience which will help the student adjust back into society more easily.

Procedure

1. Contact the leaders of youth committees

within local service clubs.

2. Meet with the leader and his total committee to explain the program.

3. Meet with the executive body of the organization with the youth committee present.

4. Present a talk to the total body of the organization.

5. Make contacts with interested people immediately.

6. Have a handout such as the cooperative contract or outline of the responsibilities of the employer, school, and student.

Evaluation

A talk was given to the Kiwanis Club, and five contacts were made. At this time, we have one girl placed in a cooperative business program. As trained girls are ready, we will have cooperative programs in places such as food service, selling, assembly, shipping, and packaging.

Evaluation

Some people in the school system feel this is an effective program and want it expanded, while others feel it rather fruitless in trying to work with students. The counseling, vocational rehabilitation, and juvenile parole staffs think it is effective to work cooperatively and have a planned program for these students when they are ready to leave the institution.

Tips to Teachers
(Of Adjudicated Youths)

Let's suppose a student who has been institutionalized has returned to public school and entered your class. You really want to help this person adjust back into society. In order to do this you need to be informed about this student. Several sources of information are available:

1. Counsel with the student informally.

2. Find out about home placement. (There may be foster parents, group home parents, or real home parents.)

3. Talk with parole officer on vocational plans for this student.

4. Talk with vocational rehabilitation counselor in your area.

5. Look up scholastic, aptitude, and psychiatric testing records at the institution.

6. Visit the counselors at the institution who has worked with the student.

7. Visit with the vocational instructor or coordinator who has worked with the student while institutionalized.

8. When working with the adjudicated student, as with any student, be empathetic and level with him or her.

If you are involved as a member of a cooperative program, don't place the student out in a program too soon. Allow time for adjustment. When working with the employer, explain the good things about the student and his performance. Explain any problems and why you feel this program will be a particularly good way to help the student. Level with the employer. If he doesn't want this student, then don't press the matter.

IMPROVING STUDENT-FACULTY RELATIONSHIPS

Sue Wallace
Las Animas High School
Las Animas, Colorado

Introduction

Las Animas High School serves a rural area with a population of approximately 3,500 persons. The main occupational outlets are in agriculture or at a nearby Veterans Administration hospital. The writer had observed many of the 400 students were being "tuned out" by the school and its staff. These observations indicated that many students felt that no one on the staff cared about them -- their opinions, problems, aspirations, or culture. These students appeared apathetic towards school work and did not participate in school activities. They appeared to lack a positive self-image and were usually on the detention list, absent, or tardy, and did not seem to respond to instructional efforts of the faculty.

Objectives

1. To investigate attitudes of the "tuned out" student and the reasons for his attitudes toward himself, the school, and community.

2. To investigate attitudes of the staff toward "tuned out" students and the feelings toward his role with the student, his role as part of a staff, and his role as an "educator" in a "declared poverty" community.

3. To bring about an awareness among staff members that some students felt alienated, and the reasons for this feeling.

4. To bring about an awareness among students that some staff members are not purposefully and intentionally indifferent to students, but rather are unaware of the need to be concerned about individual differences and needs.

5. To help students inventigate the job opportunities in Las Animas and elsewhere.

6. To bring about an understanding by the student of the relationship between different occupations and his education.

7. To help students take on a sense of value and worth; to provide an experience for the students to realize they can make worthwhile contributions.

8. To personally become more aware of students' needs, the staff's needs, and, through contact with both, attempt to bring about understanding between them.

Procedures

1. Identify "tuned out" students. A list of twenty students was made of those whose names most frequently appeared on the detention list, absentee and tardy roll, and five-week failure lists. Ten students were selected from this twenty by random sample; six of these ten expressed a desire to be involved in the project as members of the group sessions as well as individually. The other four were involved only as individuals. The reason for this, perhaps, was that all ten members of the group selected were not compatible.

2. Hold group and individual "rap" sessions with the students identified above concerning their attitudes, values, opinions, and problems.

3. Make individual faculty and staff members aware of problems luminated by the students to which the member may be unknowingly contributing or which he can help remedy.

4. Plan field trips and visits within the community to increase the awareness of occupational opportunities available to the student.

5. The above procedures were implemented through:

a. "Rap sessions" were started and as a result contacts were made with staff.

b. Feedback was given to students and some problems gradually were worked through.

c. In February as futures, occupations, school subject relativity were being discussed, a couple of students got the idea to make a filmstrip presentation about Spanish-American people in the Las Animas area. The reason this came about was many Spanish-American students were getting upset about their people always being shown asleep against a cactus or living in a ghetto, unemployed, etc. The students felt this was a very general, unfair presentation of them and their culture in and around Las Animas. As a result they wanted to do something to show how the Spanish-American in their own area lived and worked.

d. A list was made of Spanish-American people of Las Animas and their occupations. One person was chosen from each occupation represented. Interviews were arranged and carried out. To date this is not complete. As soon as interviews are complete and film developed, the slides and tapes will be edited and completed. This presentation will be available for anyone who wishes to use it.

Evaluation

The ten students involved directly in the project were suspicious and unimagininative at first; but as time progressed they began to be more open and excitable. The general student body was not generally aware of the project as such. The faculty, administration, and community received any ideas presented in order to complete the project. This project appears to have achieved results as changes of attitudes in staff and members were observed. Students who had not before held their heads up, spoke, smiled, liked themselves and others, exhibited willingness to be a part of any school function, were now doing this.

The ten students involved have not re-appeared on the detention list, have had fewer absences and tardies and almost no five-week notices since involvement in this project. Staff who were frustrated by "tuned out" kids started thinking and planning in terms of the students rather than themselves.

Conclusions

1. As a result of this project I realized that confrontations between students and staff on a personal, pre-empted basis can be a very worthwhile experience for those concerned; that people are more flexible than I had anticipated; and that many problems can be prevented if they can be recognized in time.

2. One change that should be incorporated if this project was repeated would be a pre- and

post-test of staff, the ten students involved in the project and the ten un-involved students in the control group.

3. A recommendation to the school would be for more experience-centered learning and more human relations activities for staff and students.

Some comments by students:

"Teachers are just people after you talk to them alone."

"After he (the teacher) understood how I saw things, he listened to me."

"When my teacher found out I stuttered, he quit trying to make me read outloud."

"There is sure a lot of stuff to do after high school."

"I sure didn't realize all the jobs Spanish people had."

"When you work on a project, you sure don't get so depressed."

"Some teachers are hard just because they care about you."

Comments by faculty:

"I didn't realize my loud voice frightened shy students and that was why they wouldn't recite."

"I sure am glad I got the opportunity to work out problems with students on an individual basis; I didn't even realize they felt they had a problem in regard to me."

"I was unaware some students were having to translate what I was saying plus take notes and that was why they gave up."

PREVENTING DROPOUTS IN BUSINESS OCCUPATIONS

Phylis Walz
Aurora Central High School
Aurora, Colorado

Introduction

Aurora Central High School has approximately 1,800 students and is located in a residential area. The city of Aurora has an approximate population of 80,000 and the principal occupational outlets are in military, retail sales, and small industry. The Aurora Public School System is progressive and believes in education to meet the needs of all academic students.

Objectives

The project was developed to locate disadvantaged students enrolled in shorthand since research indicates that shorthand is not a subject area for low achievers, students with poor English skills, or students who have a low mental ability.

The primary objectives of the project were:

1. To locate disadvantaged students in a shorthand class and to keep them in the shorthand program.
2. To develop a better attitude toward shorthand on the part of the disadvantaged so that they would have the desire to succeed.
3. To develop an interest in the class so that students' attendance would improve.
4. To develop an ability for job-entry level for disadvantaged students.
5. To acquaint business teachers with the problems of disadvantaged students.
6. To develop in the writer an overall awareness of the problems of the disadvantaged students in the area of shorthand.
7. To become better informed, more sympathetic, and more patient on the part of the writer with disadvantaged students.

Procedure

1. The above objectives were to be met by first locating disadvantaged students.
2. Fifteen students were selected from shorthand classes based on: (a) work achieved by the middle of October in the shorthand class; (b) previous grades in English and related business subjects; (c) specific requests for help.
3. Meetings were held to inform parents and students about the project.
4. Advanced students of shorthand were utilized as tutors to meet the individual needs of the student.
5. If it became apparent that the disadvantaged students could not learn an employable shorthand skill, individual dictaphone programs were set up within the class structure, thereby making the girl still employable in the secretarial field.
6. During the last nine-week period, the attitudes and attributes taught throughout the year would culminate through mock job interviews, job applications, and communication with potential employers.

Some of the advanced steno girls volunteered and selected one disadvantaged girl to help on a ratio of one to one. Information from these tutoring sessions revealed that most disadvantaged

girls in shorthand were also having trouble in other classes and needed to devote extra time to those areas.

Evaluation

1. The project was received well when introduced to the students and this brought forth a desirable result in that they felt wanted and needed.
2. Throughout this project, there was an interest displayed by my department co-workers and the administrators of the school system; however, the total faculty and community were not actively involved.
3. There was a new awareness of the needs of disadvantaged students on the part of the writer.
4. The failure rate in shorthand decreased in comparison with previous years.
5. New items were introduced into the shorthand curriculum, pacing of units of study was more varied, and aides were utilized for the first time.
6. Eight of the 15 girls finished a year of shorthand; two of them became "average" students and the other six succeeded to a lesser degree. No questionnaires, tests, or other measuring devices were specifically employed.
7. This project had a minor overall effect on the vocational education program in my school. However, I feel that I have made a tremendous stride in improving a specific area.

Conclusions

1. Results of the project include a new awareness and a better understanding of the disadvantaged on the part of the writer.
2. More time is needed to develop the original plan so that it is tailored to meet definite, specific needs with consideration for the restrictions of the school.
3. The administration should allow release time from a full teaching load to allow for planning and implementation.

All the changes I have recommended in the curriculum for the next school year have been accepted and approved by the administration.

IMPLEMENTING AN OCCUPATIONAL WORK EXPERIENCE PROGRAM

LaVena York, Home Economics Teacher
Platte Valley High School
Kersey, Colorado

Introduction

Platte Valley High School has a total of 150 students enrolled. A small percentage of minority and low income families are in the community. Few students are motivated to attend college and approximately 63 percent of the high school graduates do not further their education. In the rural community of Kersey few job opportunities exist. The nearby city of Greeley is the primary employment area and competition for a job is very high.

Objectives

The primary objectives were:

1. To help disadvantaged students compete in the labor market by giving them occupational experience.
2. To develop self-confidence and skills in their occupational interest.

Procedures

The work experience program was developed as a result of a survey of the community, of interested students, and of work stations in the Greeley area.

1. The school administration was approached with a planned program and the program was approved by the school board.
2. To implement this program, an additional home economics teacher was employed.
3. The participants were selected on the basis of their socio-economic level, the student interest, and the priority of individual needs.
4. Several talks were given to local social groups, school administrators, and home economics organizations, to acquaint various groups and agencies with the occupational program.
5. Many prospective employers were contacted personally to acquaint them with the objectives of the program and to obtain a possible work station for the students. Upon the employers' acceptance of the goals of the program, a student was sent to the potential employer for an interview.

Evaluation

1. A total of twelve students applied for employment and twelve were accepted.

2. The occupational students were enthusiastic about the prospects of employment, but several did not accept the responsibility of the work situation for various reasons.

3. Approximately 60 percent of the class was employed at one job station the full school year and obtained an acceptable work relationship with their employer. The remaining 40 percent worked at two to three job stations for varying periods of time during the school year.

Conclusions

The program was very successful and its objectives were accomplished. One indication of the value of this type of program is that two dropouts have asked to participate in the work experience program and will return to school next year. The employers have agreed to continue their participation; therefore, work stations are assured next year. An advisory committee of businessmen was established and as a consequence, other employers have inquired about providing a work station. It appears that the program will be able to expand to meet the needs of the students. The writer is working with the administration to provide the coordinator with an extra hour of class time for counseling students.

PHASE 2

Phase 2 -- Project TOMORROW

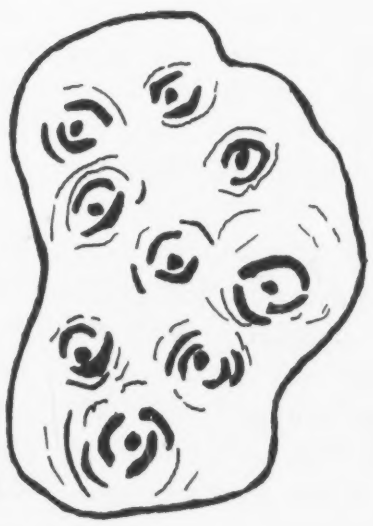
THE INVITATION

Project TOMORROW seeks to make a better *tomorrow* for many Colorado youth and adults with special needs through vocational education. Colorado school districts are invited to set up teams to carry out special projects in vocational education to help youth and adults take advantage of vocational programs so that they can become successfully employed.

Sensing society's concern for youth and adults with special needs, vocational educators have come to recognize their need for more insight into the associated problems and for certain skills in providing education these youth and adults can use.

Colorado State University, in cooperation with the Colorado State Board for Community Colleges and Occupational Education, therefore is continuing a project it began last year to assist teachers and administrators in discovering new understandings and techniques for working with the disadvantaged. The purpose of the project will be to deal with the practical problems that educators in the field confront as they attempt to establish and maintain programs for the education of the disadvantaged. By combining the talents and backgrounds of educators on various levels we hope to stimulate an exchange of ideas that will be useful and satisfying to each participant. The long-range effect, then, can only be a better educational climate in which the disadvantaged will flourish, to the benefit of all society.

THE APPROACH



Picture, if you will, the ripples caused by nine pebbles being thrown into a quiet pond, and you will visualize how far reaching the effects of this project will be on the education of the disadvantaged in Colorado. The project will be based on a team approach to educational planning and programming in specific geographical areas of Colorado. The nine members of the team will include the vocational teacher, a related-subjects teacher, counselor, vocational supervisor or administrator, a member of the advisory committee, a student representative, a P.R. representative, an undergraduate, and a graduate student from the university. Such a group represents the broad scope of education, and, as such, could generate a greater number of ideas for group discussion than would teams based solely on one stratum, or one field, of the educational system. Each participant could bring to the discussion his concept of his role in the education of the disadvantaged, develop an understanding of how others see his role in relation to theirs, and, as a result, work with the group in organizing a team response to the need for better education of the disadvantaged in his particular region.

Each participant will have an individual action project that is in keeping with his position in the educational system, and which will contribute to the goals of the team project for the region. It is precisely in this way that the project will have its widest influence; for as each teacher, each counselor, or each administrator goes back to his job area and begins to carry out the plans made within the project team, he will be affecting the views and activities of those around him. The effects of his participation in the project will be multiplied as others are stimulated to inquire about the project, to examine their present methods, and to explore other ways of providing education for the disadvantaged in Colorado.

The person who is at the grassroots level – who *daily* meets the challenge of educating the disadvantaged -- the person who has the greatest stake in finding workable solutions to the problem -- is the vocational teacher, and he shall be chairman of the team. The project is designed in this way because teachers today are better prepared, and eager to participate in leadership's responsibility for finding the keys to some of education's complex problems. It is upon teachers that programs, no matter how well conceived or subsidized, must depend for success, and, therefore, it is only just that they should play a large part in the design of programs for their district.

The project proposes to encourage a better

understanding of the needs and culture of the disadvantaged and to use this insight to develop an educational program that is meaningful to them. It is hoped, also, that the participants' empathy and enthusiasm for working with the disadvantaged will be transmitted to others in their job area so that the consequence is a school atmosphere in which the disadvantaged feel secure and welcome. Only then will the disadvantaged be able to work steadily toward their own educational goals in a program that is designed to meet their needs.

In order to promote the development of the leadership qualities the team members will need, they will engage in a variety of activities at the University before undertaking the more difficult aspects of the project tasks. Discussions, reading, and conferences may be concerned with such topics as:

the attitudes and mores of the disadvantaged

leadership behavior

techniques of group work

public relations techniques

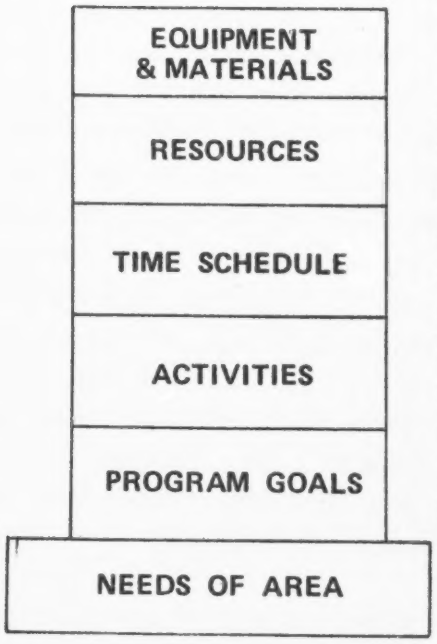
assessment and evaluation

special learning materials

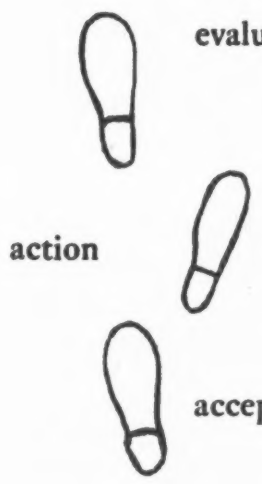
funding and facilities needs

innovative teaching methods, and/or other topics according to the interests of the team members.

THE PROGRAM



After this preliminary orientation, the team members will design a program for the disadvantaged in their region. Their assessment of the specific needs of the disadvantaged in their area will be the cornerstone on which they build their team goals, time schedules, and activities. The team project will include descriptions of how each team member will participate in, and contribute to, improving education of the disadvantaged in their region. During this period of the project, the University will stand ready to serve as a resource for information and advice, and as a center for the coordination and feedback between and among the various teams in Colorado.



The first public step that the project teams will take will be to go back to their job stations and discuss the project with their superior(s), their colleagues, and those people whose position or influence within the particular school settings could affect the progress of the members' projects. They will then be ready for the most important phase of the project program -- the start of the planned project.

During the span of the action part of the team project, the members will have opportunities to discuss with one another the difficulties they are encountering, to share new ideas and resources, and to modify the team plan according to their field experiences. Throughout the project there will be critical self-examination by the team members so that the outcomes of the project may be of value to other educators who will want to adapt part of the project program for use in their own work with the disadvantaged. Analysis of the results of the total project will be undertaken in the spring of 1972.

Hope for the disadvantaged lies in education which provides them with avenues to economic stability. They have not utilized the types of education present school systems have offered them, despite many educator's claim that certain programs strive for quality.

Educators, then, have a serious responsibility to probe, examine, and appraise what goes on in classrooms and among people in our schools. Perhaps then educators will come closer to extending to the disadvantaged the kind of educational program and dedicated personnel that can relate to the needs of the disadvantaged. This

project is an attempt to assist in this process.

Outcomes

Next are listed some of the possible outcomes of Phase 2. These may take the form of special instructional methods and materials.

Instructional Methods:

- Peer instruction plans
- Individualized instruction plans
- Tutoring activities
- Social participation and discussion
- Community Participation
- Group interviews
- Buddy system (big sister or big brother)
- Student developed instructional media
- Reinforcement systems
- Cooperative education
- Home learning activities
- Work-study program

Instructional Materials:

- Learning packets
- Job sheets
- Special visual aids
- Programmed instruuction
- Instruction by behavioral objectives
- Integrated vocational and general education instructional materials

THE ACTION

In order for the nine-member team to be successful in developing and carrying out projects in its school district, each team member will have special duties and responsibilities. A list of suggestions is given below:

Vocational teacher -- to act as chairman of the team; to convince two other VE teachers of need to work with youth and adults with special needs.

Related-subjects teacher (English, math, social studies teacher) -- to coordinate the vocational effort with the general education effort of the school; to represent all non-VE teachers; to convince two colleagues of the need to deal with the problems of the target group; to make group aware of views of non-VE teachers concerning plans; to research techniques by which VE can be incorporated in the general curriculum; to identify groups who are in need of help.

Counselor -- to coordinate efforts of the vocational staff with the guidance staff; to provide psychological insights into the dynamics of group action in classroom; to make group members aware of the dynamics within the group; to investigate psychological and/or counseling implications of proposed plan; to convince two other counselors of the importance of involving themselves in special help; to develop a file for teacher reference regarding innovative techniques with the target group; to demonstrate group discussion techniques to train teachers in its use for relating to the target group; to serve as a consultant to teachers concerning appropriate reporting or interview techniques with parents of the target group.

Vocational supervisor and administrator -- to assist in implementing the efforts of the team by making recommendations to top school administration; to identify administrative difficulties in group plans; to investigate administrative innovations for educating the target group; to convince two administrators or supervisors of the importance of dealing with the problem of the target group; to supervise the distribution of the newsletter; to assist the PR representative in writing up the district plan for media; to visit teachers and cooperating supervisors to provide consultation and support; to develop a file of printed materials for teachers on innovative techniques in teaching the target group.

Member of the advisory committtee -- to assist in implementing efforts of the team by enlisting the help of the business and industrial community; to make group aware of how the business community might react, or might become involved in the group plan; to convince two colleagues of need for support for project.

Student representative -- to reflect the needs and interests of all students with special problems; to represent the student body; to serve as a catalyst for the examination of biases; to act as a liason between the project and the student body; to assess pupil reactions; to chair student meetings; to organize a small group of helpers to recruit disadvantaged, returnees to school, etc.; to assist in informing community of project; to contact student newspaper.

PR representative -- to provide news media with the facts and stories of the efforts of the team; to advise on PR techniques; to represent viewpoint of business, media, or other; to write up

project for media; to assist group members in reviewing promotional programs in their school situation.

CSU undergraduate student -- to collect data and information from participating teams by means of questionnaires and interview guides; to establish monthly contact with each group member concerning their needs, progress, new ideas, etc; to perform the mechanics of the newsletter (stencil, run off, etc.).

CSU graduate student -- to participate by keeping notes and preparing a write-up of the efforts and accomplishments of the team and help to develop questionnaires and interview guides; to provide written materials for discussion; to assist in preparation of newsletter, to edit and finalize copy; to assist Director in coordinating program; to assist in researching the needs of the school district; to act as a "big brother" to a small group of disadvantaged, dropouts, etc.

To provide a direction for Phase 2 – Project TOMORROW, next is presented an address by Dr. C. Dean Miller, who spoke at the final luncheon meeting that concluded Phase 1. Dr. Miller describes the role of the advocate in helping youth and adults with special needs.

THE ADVOCATE BY

DR. C. DEAN MILLER[2]

At this moment I am somewhat ill-at-ease, uncomfortable, and uneasy because I wish to share with you some ideas and impressions which have become important to me as a teacher and as a human being. The uneasiness is partially due to your having much more experience than I in working with groups which we label disadvantaged, and my respect and admiration are for individuals like yourself who are on the firing line and working with the disadvantaged. Part of the uneasiness is related to my being too far removed from the firing line and as a result you have some ideas, experiences and understanding that perhaps I'll never have, therefore there is some question in my mind as to whether or not I should be listening rather than talking. At the same moment, I also have a strong desire to share some ideas and experiences with you and I am not at all certain how you will respond to these ideas.

There are two volumns that I wish to call to your attention. Both Volume I and Volume II, are titled *Helping and Human Relations* by Robert Charkhuff and are published by Holt, Rhinehart and Winston. Dr. Charkhuff was, I believe, a student of Carl Rogers and if you're one of Dr. Roger's many fans the books may have additional appeal to you. The two volumes contain a summary of approximately fifteen years of research on training and teaching individuals how to build or develop helping relationships. My response is due to the benefit I experienced in studying the books in that Dr. Charkhuff has organized the ideas in a way that makes a lot of sense to me, and in the last year I've tried to implement or put into practice many of the principles presented in the two volumes. I will be drawing very heavily from these sources for many of the ideas I wish to share with you.

It's been difficult for me to make a transition in my own professional and personal life. In many respects the things I'm sharing with you are to some extent a testimony of the things I've struggled with in trying to become a more effective teacher. One of the things Charkhuff points out is that if I'm going to help anyone, including disadvantaged, I've got to share something of importance with these individuals. I must have some similar interests with these individuals – with the students – and I have to share with them some mutual concerns. Now this is kind of simple in many respects, but you start thinking about it and testing yourself by selecting a few of your students – pick a disadvantaged student -- and write down on a slip of paper the similar interests that you have with this individual and list your shared or mutual concerns. I have had to struggle with this quite often, and in addition to shared interests and concerns, I have had to be able to relate easily and communicate freely with the individuals I wish to help or teach. I have to enjoy being with them. I have to benefit from this association – it cannot be a one way street at all – I've got to be willing and able to learn from them. I personally find at times that this is hard to do for several reasons, one being due to pressures that I experience in other aspects of my work. It appears that one of the reasons paraprofessionals are and may be effective in helping the disadvantaged is that they may share minority group or ethnic group status which also

[2]C. Dean Miller, "Characteristics of Individuals Who Are Successful in Teaching and Helping the Disadvantaged," Department of Psychology, Colorado State University.

may be used to facilitate communication and understanding. But the important principle is that if I am to help a group of individuals I may be much more effective if I share with them common concerns and involvements in things we are trying to do or accomplish together. I must learn with them, share with them and at the same time guide and direct them.

If shared interests, mutual concerns, status or identity, and common endeavors are not present to some extent in your work with the disadvantaged, your chances of really helping them in any significant way are greatly reduced or limited.

It is not enough just to share in the areas mentioned above if you are to teach the disadvantaged, or anyone else for that matter. As I have tried to develop learning experiences for my students, assuming shared interests, common concerns, etc., I have found three skills or techniques which have been very helpful. These are skills which were developed in the micro-teaching programs at Stanford and I am going to digress somewhat at this point because helping requires more than just shared interests, mutual concerns and the ability to communicate freely and easily.

The first technical skill I will discuss is labeled "set induction." You know it's been evident for two or three decades that one of the biggest wastes of time is for any of us to attempt to teach someone something that they aren't interested in, or that doesn't make sense to them, or that is of no value to them. Set induction, the way we introduce and bring together learning experiences, materials, ideas and the pupils and their interacting both with us as teachers and these materials, becomes a critical issue and problem. There's a basic concept of set induction which I believe has to be modified to be applied in teaching or helping the disadvantaged. I think it requires more understanding, more creativity, and a greater willingness on our part to try to *determine what's of concern to them.* We find in the literature that we waste our time trying to teach and help individuals if what we are presenting is not of interest or potential benefit to them. Successful application of "set induction" in working with the disadvantaged necessitates our spending a lot of time and effort in helping and assisting them to identify the things which they feel they need to learn or want to learn. The objective of set induction is to increase the learning by increasing students' involvement and interaction with the ideas or skills to be learned. The question is one of how do we get the students involved and interacting with the materials, etc., in order to facilitate learning. A part of the answer is that the students will have to be assisted and encouraged to induce their own set for learning by selecting and identifying what they want to learn. Your role is not a passive role at all and you are not to turn the teaching over to the students. It does mean that your use of set induction as a technical skill requires student input;otherwise your efforts may be of little value or ineffective in teaching and helping the disadvantaged. In your lesson plans you should have these questions. What do they feel they need to learn? or What would they like to learn? and How can I involve them in approaching the learning experiences in order to provide a good "set or motivation for learning?" This is a critical aspect of "teaching" anyone and the disadvantaged are no exception.

Stimulus variation requires preplanning, thought and awareness of the importance of multi-media and stimulus variation. This concept is basic to teaching and helping; and without stimulus variation they don't listen, they don't pay attention, they are not with you and you're wasting your time and their time.

When I talk about stimulus variation, it may be critical to change sensory channels every 15 or 30 seconds. There are some simple things we can learn to practice that will contribute a great deal in maintaining the attention of the group we're working with. It requires more planning, and effort and thought on our part but it makes teaching a lot more fun -- it really does. Stimulus variation can bring tremendous variety to our teaching and helping the disadvantaged. You may have a topic or unit that you have presented a dozen times. You ought to have half dozen ways to introduce the different topics (set induction) and half a dozen variations in forms of media and stimuli. You ought to experiment with these two skills. You ought to try to use different kinds of stimulus variation. If you get tired of teaching or presenting a unit, you can bring some new life back into it through creating a new challenge and more variety for you.

The third technical skill is " feedback." I am in trouble in talking about feedback with respect to my teaching here at the University. I have 174 students in one course. Feedback is probably the most important single aspect of directing all types

of learning. As teachers we are able to provide a lot of stimuli and hopefully a lot of stimulation, but I believe that most of us have difficulty in providing feedback as the individual attempts to learn or acquire a skill. When you are working with a unit, idea, or topic, you ought to jot down what you are going to use as feedback and the idea that feedback is important to your students. You will need to be able to provide many different kinds of feedback in directing and developing various learning experiences for your students.

I wish to refer back to the topic of characteristics of helping relationships and introduce the idea that all too frequently we think of "learning" in relation to cognitive learning such as facts, information, concepts, and principles. I believe we have made a serious mistake in terms of segregating the cognitive functions from the feeling or effective functions of a human being. By segregation I mean a separation between thinking and feeling. Again it has been evident for a number of decades that learning at its best is an integration of feelings and emotions as well as thinking, information and ideas. I have just begun in the last year to try to think of the feeling aspect of what it is I am trying to teach and how important the feeling aspect is in relation to motivation, retention and achievement. Graduate students in Vocational Education have been helpful to me in this respect because in the statistics – design courses it isn't difficult to create anxiety. If I really want the students to have an appreciation and understanding of research design and data analyses they have to experience certain kinds of emotional feelings. Unless certain feelings are acquired as part of the "learning" it makes very little difference how much they understand and know about reserach design and statistics. Without the acquisition of certain feelings, research design and statistics remains something separate from their thinking, feeling and acting as a professional. It is really a lot more fun for me to approach teaching research and data analyses from the standpoint of integrating knowledge and feelings which students need in order to reach the goals that are important to the professional in relation to research. I am talking about the aspects of learning that pertain to the affective or feeling part of learning.

As a teacher you have to be able to sense and understand how a "student" is responding emotionally to the various learning experiences you are providing. This appears to be critical in working with the disadvantaged and it appears to be very important in any helping relationship. The skill or competency of sensing and understanding how another individual feels emotionally is labeled "empathic understanding."

Empathic understanding is almost always present in interpersonal relationships and interactions which are viewed as being beneficial and helpful. The one element that appears to be necessary for empathic understanding is the desire to understand and a willingness to work hard to achieve understanding. Three or four years ago when I first became aware of this concept, I decided I would try it on my wife and our children . . . I honestly think that the quality of our family relationships has increased two or three fold. I have had some wonderfully fine experiences in trying to listen and understand empathically what my wife or what my children were experiencing. At times it has been tremendous to be able to listen to and understand the important aspects of what my family was experiencing and trying to communicate verbally and nonverbally.

A high degree of understanding generally cannot be acquired except with a very intense preoccupation and desire to understand. When we begin experiencing or acquiring that desire, we have to first learn to listen to the content of the communication, which is often only a clue and not the important part of the message. We have to learn to sense the feeling part of the message. Empathic understanding then is the bringing together of the feeling aspect of the communication (i.e., the feeling that the individual is experiencing) and your awareness of it as well as the content or information aspects of the message. If we are going to teach, and to teach human beings, we have got to somehow, as teachers, acquire this competency and learn to very quickly achieve a mental set which enables us to understand what a student is experiencing and trying to communicate to us.

I find this hard to do, particularly if I am preoccupied about something else other than helping the student who comes to the office. Sometimes I have to really struggle with myself ten, fifteen, thirty seconds just struggling like the devil, you know, to get stuff out of my mind and to open myself up where I can understand. People who have been helped often attibute the benefits

to having been understood by someone. Furthermore, I don't believe we can really understand our students without at the same time caring for or being concerned about them individually. Empathic understanding may be the essence of the ability to develop and sustain relationships that provides for continued growth and development of our students.

Another characteristic which appears to be found in helping relationships is respect for the individuals receiving the help. My students can sense whether or not I respect them as individuals, and if I don't respect them it doesn't make any difference what I know, how much wisdom I have, how proficient I am as an instructor or how competent I am in lecturing. If I don't respect them, it is doubtful that I can influence them or help them or facilitate their growth and development in a way that is beneficial for them, their fruends, and families and for all of us. The so called disadvantaged are very perceptive and sensitive as to how you feel toward them and if you don't respect them your chances of helping them are rather limited.

Dr. Masterson and I have shared ideas and experiences related to human relations. Bert has an exercise which he requires in his human relations class. The outcomes are classic examples of what happens when a teacher sets out to learn to accept and respect a student for whom there exists dislike or disrespect. If we as teachers are really serious about helping students learn we need to pick out at least one student in our classes who we dislike or don't know (preferably one whom we do not care for) and learn to respect the student. If I can't teach myself to learn something that has a significant and beneficial influence on my relationship with others I doubt that I have any business meddling in the lives of others. Each year I pick out at least one undergraduate and one graduate student that I don't like or really don't care much for and say "I'm going to walk in their moccasins long enough 'til I hope I can respect them." Many times I learn to like them and respect them. But we don't get there without some effort, and I believe it requires conscious effort on our part.

Confrontation is another important characteristic which is found in helping relationships. The last few years I have realized that I have a "nice-guy" syndrome meaning that it is important to me to be liked and respected by people. It has been difficult for me to give and receive criticisms and suggestions, even though the criticisms were good and potentially helpful. It has been difficult for me to accept confrontation as a characteristic of helping relationships and yet Charkhuff has documented that if, in fact, we are concerned about another individual then we must learn to confront this individual -- not belligerently – but quietly and definitely and firmly and offer both criticisms and suggestions.

This year at the University I have really been taken to task by some undergraduates for some things I am trying in a large course and have had what I think are some fine experiences in which I have confronted students. I have said things to students that I did not imagine I would ever say in my life because I was afraid they would not like me for saying it. For example, Wednesday after class I looked one of my students in the eye and I said "Don't you speak for me. Don't you try to put thoughts in my head because I will not tolerate your thinking for me." And then he responded by saying that he was speaking for the students in the class. I said, "Don't speak for them." That was confrontation. There was a time when I figured that the student would have become angry and resentful as a result of my talking this way. I remember a couple of young ladies in the office, and I was really put out with them, and I said, "Look, I am really disgusted with your lack of consideration for me as an individual. I just don't think you would tolerate it at all my treating you this way as a human being. I'm really put out and I am really aggravated with you." I was amazed the same day to meet one of these girls between my office and the student center and she said, "Hi, Dr. Miller." Furthermore the girls were in class that afternoon and they were both attentive and have come by the office to visit even after the end of the quarter.

Then recently in reading Charkhuff's book, I have decided that we are deceiving ourselves and others if we say we are really concerned about them if we are not willing to confront them with criticisms and suggestions and indicate to them how they affect us and how they make us feel. We are being dishonest if we withhold from them our true feelings and how they affect us. If they make us aggravated, we are not teaching them the kinds of honest relationships necessary for learning by denying that we are aggravated with them.

But then we also have to accept and recognize

their aggravations and frustrations and they have to have the opportunity to confront us. I have been told "I think this is a waste of time," "I am bored stiff," "I just think it is Mickey Mouse," "I can see absolutely no value in it," so it has to be a two-way street. It is hard for me to accept the fact that I have to accept confrontation. But again the evidence, I think, suggests that if we are going to help any group including the disadvantaged we have to be willing to be confronted and to confront. And by confrontation I don't mean being antagonistic, belligerent, sarcastic -- this type of thing. I don't mean that at all. I mean an intelligent, straight-forward, candid kind of honesty. This has been hard for me to develop and is beneficial only if I understand and respect the individuals I am trying to influence.

Of all the things we have come across in our Manpower project, there is one thing that really seems to stand out. In the literature this characteristic of helping relationships is being labeled advocacy -- being an advocate. Time and time again individuals who are really successful in helping the disadvantaged are first of all an advocate for the disadvantaged. Initially I didn't like the concept because I thought of radical, revolutionary – that is not what it means at all. In fact, it was during this last Easter season that I thought I had for the first time in my life an appreciation for the concept of advocacy. Our family was reading an account in Matthew about the events leading up to the crucifixion. I was writing at that time about the function of advocacy for job coaches in Manpower programs. As a job coach you cannot help the disadvantaged unless you are an advocate of the people you are trying to help. In Matthew, I listed the accounts of Christ being an advocate. I suddenly realized that he was crucified because he was an advocate. I thought it was a tremendous experience for me to start listing the times he was an advocate of the disadvantaged during his three years of active ministry. He committed gross violations of culturally and socially accepted ways of behaving towards people, after all there could be nothing good come out of Samaria, except maybe a good Samaritan. Advocacy means that the top priority is individuals and that I will go with them, I will walk with them, I will talk with them, and I will remove obstacles that are detrimental to their growth and development. This means that I will incur personal and professional risks in being an advocate of people and especially the disadvantaged.

About fifteen years ago in a Junior High School in New Mexico, I fought against initiating a program very similar to the Junior Achievement Programs that are set up and run for youth, particularly disadvantaged youth. I argued against the merits of this program and in a five to six year period of time I saw this program helping more students than I have ever seen being helped in any other program. I studied the effects of the program in terms of academic achievement as measured by standardized tests and the students in this program did very well on the achievement tests. Advocacy -- and I didn't know how to label it at this time – was the primary factor in the success of this program. I observed a teacher and a junior high principal take on a number of people in the local school system and at the state level in terms of granting credits. This one teacher in one year gave credit in 16 different areas. An individual student, as a human being, had priority over certification laws, credits, and requirements. Now that was advocacy, and you could not convince these two men that all kinds of regulations, certification laws, pedigrees and certificates were more important than the learning and growing and development of an individual student and they stuck with it. Furthermore they did not at any time violate or break any legal restrictions even though a few regulations and "regulators" were, to use the vernacular, "bent-out-of-shape."

I had this point driven home to me about three years ago in Hobbs, New Mexico, when I went into a bank in Hobbs -- I had been gone a number of years -- to cash a check and do you know who approved my check? His name was Ronnie. I had tried to kick him out of one of my math classes. He went into this special program and I remember Homer giving Ronnie an "A" in mathematics after I had kicked him out of my math class and I did not like that. Homer was an advocate for Ronnie. I didn't do a single thing for Ronnie. Well, that is not true. I put him in a situation that was good for him . . . However, I don't take much pride in that. But Homer was an advocate of the kids. Homer expected a great deal from his students and the last I heard he still had a waiting list to enter his program. Honor students, student council members and so called disadvantaged all participated in Homer's class.

Advocates run risks of disagreement, disharmony, and disrespect from fellow colleagues.

These people are not wishy-washy kinds of people. They have made the decision that a human being and the integrity of a human being have first priority over anything else. I am trying to move in that direction but I find it difficult. I have found it difficult because professionally I have identified with learned ideas and knowledge and with other professionals rather than with human beings. I sense now that many times in my life I have deferred and have not been an advocate of my students out of the concern of what you would think of me rather than being committed to protecting the integrity of a human being.

The evidence is fairly well documented that it doesn't make any difference at what level we are teaching, if our identification is with content, information, ideas, other professionals, teaching skills or techniques and not with human beings, we cannot be an advocate and we will not have the courage and conviction to put ourselves in a position to walk with, to learn with, and to direct the students we are trying to help. I don't see this as being a radical idea at all. I see it as exemplifying the commandment that we were given to walk not only the first mile but also the second mile. I think the first mile is this decision that a human being has first priority over everything else. I am hesitant to say this becuase I am not always able to accomplish this. I do identify and I feel I should identify professionally with my colleagues. But yet, it seems to me that the people who have made significant contributions in changing the lives of individuals are people who have first of all been advocates of the dignity, integrity, and worth of their students. Identification with knowledge and subject matter still has a high priority but remains second to the identification with other human beings.

I have become somewhat evangelistic and I feel very strongly about these issues. If you want your life to take on some new dimensions and new meaning, I don't care how much fun it has been, how stimulating it has been, take a few of these ideas and go back quietly and consistently try for empathic understanding. Try for the identification of mutual concerns and similar interests, and then try to become an advocate of your student. I believe you will benefit from trying and I'm certain your students will. You will experience with them something of tremendous and profound importance for all of us as human beings. They will have an opportunity to really grow and I think you will do the same.

Thank you very much.

APPENDIX A

Interview Schedules for Participants, Non-participants, and Supervisors

INTERVIEW SCHEDULE *Loomis P*

VOCATIONAL TEACHERS FOR THE DISADVANTAGED

DATE:

NAME OF RESPONDENT: _____

INTERVIEWER: _____

G. 1a. Would you describe your project?

G. 1b. What is the current status of your project?

G. 2. Has participation in this project provided you with new ideas and means for assisting disadvantaged youth and adults? (Probe for specifics – kinds of things that they learned)

G. 3. By participating in this program, what do you feel you have learned about disadvantaged youth and adults in regard to their:

a. Educational Problems

b. Social Problems

c. Economic Problems

G. 4a. What role have you played in communicating with other people the new materials and procedures involved in working with the disadvantaged?

G. 4b. Have you read any articles or books on the topic of the disadvantaged during this past year? (Probe for specifics such as number, type, titles, etc.)

G. 5a. Has being involved with this program brought you into contact with others interested in this area besides the participants in this project? (Probe concerning who -- other teachers, community members, or others)

If, yes continue with G. 5b. and c.

G. 5b. How frequent have these contacts been?

G. 5c. How would you describe these contacts?

P. 1a. Did you attend the October meeting at CSU?

P. 1b. What did you like best about this meeting?

P. 1c. What did you like least?

P. 2a. Did you attend the meetings held in your area?

P. 2b. What did you like best about these meetings?

P. 2c. What did you like least?

P. 3a. Did you receive the newsletter prepared by the Vocational Department of CSU for the teachers participating in this program?

P. 3b. If yes, In what ways has it been useful to you? (Probe for specifics)

P. 4a. Have you encountered any difficulties in carrying out your project? (Probe to determine if respondent received help for the Directors, other participants, Voc. Educ. Doctoral Students) If No, continue with P. 4d.

P. 4b. If yes, How have these difficulties been dealt with?

P. 4c. Are you satisfied with the solutions to the problems?

P. 4d. From what you have learned, how would you do the problem differently?

F. 1a. Do you plan to continue your project in the coming year? If yes, continue; if no, probe for reason.

F. 2a. How would you like to see your project continue in the coming year?

F. 2b. Have you made any specific plans for its continuance? If Yes, Probe for details.

F. 3. Are you planning to start a new or different project next year? If Yes, Probe for details.

Interviewer Comments:

INTERVIEW SCHEDULE

Loomis NP

VOCATIONAL TEACHERS FOR THE DISADVANTAGED

DATE:

NAME OF RESPONDENT: _____

INTERVIEWER: _____

G. 1. Have you been involved with any project in working with the disadvantaged in Vocational Education programs? If Yes, Probe for details.

G. 2. During this past year, what do you feel that you have learned about disadvantaged youth and adults in regard to their:

a. Educational Problems.

b. Social Problems.

c. Economic Problems.

G. 3a. What role have you played in communicating with other people the new materials and procedures involved in working with the disadvantaged?

G. 3b. Have you read any articles or books on the topic of the disadvantaged during this past year? (Probe for specifics such as number, type, titles, etc.)

P. 1a. Were you able to attend any of the meetings held in your area? If No, continue with P. 2a. If Yes,

P. 1b. What did you like best about these meetings?

P. 1c. What did you like least?

P. 2a. Are you aware of the newsletter prepared by the Vocational Education Department of CSU for the teachers participating in this project?

If yes, how did you become aware of the newsletter?

P. 2b. In what ways has it been useful to you. (Probe for specifics)

P. 3a. Did you work on a project with one of the participants? If Yes, which project and to what extent?

P. 3b. Do you have any plans to start or work on a project next year?

Interviewer Comments:

INTERVIEW SCHEDULE

Loomis S

VOCATIONAL TEACHERS FOR THE DISADVANTAGED

DATE:

Name of Respondent: _____

(If the respondent is a superintendent and not aware of the program, ask for the name and number of another person who is.)

Interviewer: _____

Introductory comment: (Introduce yourself.) I am calling for Dr. Huffman at Colorado State University about our program conducted jointly with the Colorado State Board for Occupational Education -- entitled Teaching the Disadvantaged in Vocational Education.

We are attempting to assess the effectiveness of the overall program.

1. a. Are you aware of _____'s project in our program for vocational teachers of the disadvantaged?

1. b. Would you please indicate what you feel has been accomplished during this project?

2. a. Describe any changes you have observed in the teacher's attitudes toward disadvantaged students - - -

2. b. knowledge of disadvantaged students.

2. c. activity with disadvantaged students.

3. Has _____ influenced other teachers to be involved with disadvantaged students in vocational education? (If yes, probe for specifics.)

4. Would you want any of your teachers to participate in the program next year? (If no, probe for specifics.)

APPENDIX B

Perception Scale

APPENDIX B

PERCEPTION SCALE[3]

Name _____

PERCEPTIONS ABOUT DISADVANTAGED YOUTH AND ADULTS

Directions: Indicate, by checking the appropriate box, whether you believe the following statements to be true or false. If you are unsure, check "don't know."

	TRUE	DON'T KNOW	FALSE
1. It takes an exceptional student to overcome both adverse home and neighborhood conditions			
2. If disadvantaged students know what is expected of them, they will respect the rules			
3. Disadvantaged students will obey rules and regulations if they have respect for the person(s) setting these rules			
4. Most disadvantaged students from minority groups dislike white teachers			
5. Disadvantaged students realize that schools have no authority to back up rules			
6. The disadvantaged are moving in areas of the school where they have no business			
7. It is amazing how well the disadvantaged are able to dress on the small income that some of them have			
8. Disadvantaged students have a peculiar odor			
9. Grooming and personal appearance of the disadvantaged student is far below the average			
10. The disadvantaged don't seem to know what soap and water are used for			
11. Disadvantaged students make a real effort to be proper in personal dress and appearance			

[3] Huffman, Welter, and Masterson.

	TRUE	DON'T KNOW	FALSE
12. If the parents of disadvantaged students are at all interested, and convey this to the student, the student will try			
13. If the material is presented in a meaningful manner, disadvantaged students are more willing to learn			
14. When challenged and understood by the teacher, disadvantaged students are exciting to work with			
15. In general, the disadvantaged have low ability			
16. Disadvantaged students do not seem to care about learning			
17. The disadvantaged have ability, but the teacher must use different methods to utilize their abilities			
18. Disadvantaged students just want to "get by"			
19. When friendship is established by a disadvantaged student, it is done so with great warmth, depth, and loyalty			
20. Gregarious, loud, frank -- the disadvantaged surely don't wait for you to speak first			
21. The disadvantaged students expect too much in the way of support and supplies			
22. The disadvantaged will confide in you if you can win their trust			
23. The disadvantaged have a great deal of leisure time, and it is rarely, if ever, used constructively			
24. The disadvantaged spend their time "goofing off"			
25. Disadvantaged students like physical activities, but unfortunately, they don't have much chance to participate in school athletics			

	TRUE	DON'T KNOW	FALSE
26. Disadvantaged students would like to spend their leisure time more constructively			
27. Disadvantaged youth spend their leisure time just like other youngsters			
28. Disadvantaged youth do nothing except listen to records and eat			
29. Disadvantaged students just don't seem to care			
30. Disadvantaged students do not bring materials to class and they never have assignments on time			
31. In order to motivate disadvantaged students, instructional materials must be relevant and meaningful to students -- in terms of their immediate needs			
32. When working with disadvantaged students, it is a constant battle of wits between teacher and student			
33. Disadvantaged students have poor attitudes			
34. Disadvantaged students like school if they can be kept interested			
35. No matter how hard the teacher of disadvantaged students tries, teaching the disadvantaged is still "a drag or really stale"			
36. Disadvantaged students respond well to special programs especially designed to fit their needs			
37. Disadvantaged students are the rejects (inferior people) of society			
38. Special programs for disadvantaged students are effective in many cases			

ACTION FOR TOMORROW

T Teach by new methods; train for jobs; tolerate variations in life style, culture, dress; transform attitudes; tutor to overcome reading and arithmetic deficiencies

O Open doors to opportunities; obtain assistance from others; offset weaknesses; organize for improvement

M Motivate by new methods and materials, manage learning systems; match students with job opportunities; mediate learning between vocational and general education; moderate learning materials; modify attitudes and aspirations; move in new directions

O Orient to the world of work; oversee learning systems

R Reach more youth and adults; reassure and reinforce all improvements, receive new ideas; record progress; recount progress; recruit into programs; refrain from aversive procedures; rectify injustice; refine learning; regain cooperation

R Respect differing points of view; remedy deficiencies; renew expectations; replenish helpfulness; request assistance; respond positively and with support; retain in program; revere the individual; right wrongs

O Outfit students for emerging opportunities; overlook small setbacks

W Wish for success and welcome small steps of success